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# Global Education for Young Children: A Curriculum Unit for the Kindergarten Classroom

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GLOBAL EDUCATION FOR YOUNG CHILDREN:  
A CURRICULUM UNIT  
FOR THE KINDERGARTEN CLASSROOM

by

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A thesis submitted to the Division of Curriculum  
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requirements for the degree of  
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ABSTRACT

The purpose of this project was to develop a curriculum for global education appropriate for kindergarten children. A review of relevant literature provided concepts and themes that researchers consider essential components for inclusion in any global education program. Recommendations were made as to when and how the subject should be introduced in the classroom. Activities emphasized three important themes: We are one race, the human race, living on a small planet, earth; people are more alike than they are different, basic human needs bind people together; and, people of the world, even with different points of view, can live, work together, and learn from each other. These themes were introduced through the study of three countries; Africa, Japan, and Mexico. Conclusions arrived at through the review of the literature and development of the curriculum unit were included as were recommendations for possible improvement and expansion of this project.

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## Chapter I

### Introduction

Every nation in the world has schools. The citizens of these nations decide what will be taught, what is important for the future citizens to know. The schools share the responsibility for passing down the traditions and values of the people who live in the country. They also seek to develop in their young people the concepts and attitudes necessary for active, responsible, effective, decision-making. Nations want citizens who are well informed, both as individuals and as members of the community.

Global education seeks to create informed, responsible citizens of the world. One of the goals of global educators is to create in young people an understanding that the earth is a single system. Educators who teach from a global perspective desire world citizens who are trained to be open, sensitive, knowledgeable, and positive toward their own culture and other cultures as well (Simonson, 1977). They want to give students the knowledge, skills, and attitudes they need to work cooperatively with others to solve the world's problems for the good of all her citizens.



### Problem Statement

The purpose of this study has been to develop a curriculum for global education which is appropriate for kindergarten children. There are many components involved in the concept of global education. This study has concentrated on developing in children the attitude that all people, no matter what their cultural background or country, have certain human characteristics in common and share the same basic needs. It has sought to help children move away from their egocentric point of view and include the point of view of others in their vision of the world.

### Rationale

Every year it seems that more and more is added to our schools' curricula to be taught in the classroom - consumer education, humane education, career awareness, and environmental education, to name a few. These subjects are in addition to the "basic" skills, reading, mathematics, language arts, and writing. Then there are history, geography, science, health, and safety, not to mention art, physical education, and music. Teachers already feel overburdened with the weight of all the material that they are responsible to teach. Why do we need to add global education to the curriculum?

The answer is simple. We have to. We have come to a point in the history of the human race on this fragile earth where we must learn to live together, or we will perish together.

In mid 1981, there were more than four and a half billion people alive on this planet (Information Please Almanac, 1983, p.2). That was the largest number of people ever alive on this planet at one time. That number will, if present trends continue, double in the next forty years, and it may even triple in sixty years (Leestma, 1978). We live on a planet in a solar system with eight recognized other planets, none of which, that we know of, will support life, plant or animal, as we know it on earth. When our earth goes, where will we go? Our entire existence is in danger.

There are many problems facing all the nations of our world. Where are we to find the resources to meet our increasing energy needs? There is growing industrialization in all the nations. Where are the raw materials? With the increase in industrial and international trade, many agreements must be made between the nations to regulate the trade. All of this growing industrialization is causing many serious environmental problems. Who, among the nations of the world, is responsible for the solution of

these problems? "The U.S. with less than six percent of the world's population uses almost one third of the world's resources and produces about half the world's pollution" (Miller, cited in Leestma, 1978, p.10). The pollution that hangs in the skies over the United States and flows into the seas from her rivers will affect the rest of the world. Should the United States pay half the cost for alleviating the environmental damage? Also is it fair that the United States should use all those resources?

There are other serious problems. There is the problem of over-population and the question of how all the hungry and destitute people of the world will be fed. A few countries have so much, and many more have little or nothing at all. The nations with the most people seem to be the poorest. The people in those countries want the good things in life also, not luxuries, just the things that a great many people of the world take for granted; things like food and health care for their children, shelter, and clothing. Many of the conflicts between nations and within nations have arisen from the desire of the people to have a better way of life. These conflicts have caused another problem - refugees. Where are the homeless to go? Who is responsible for their well-being?

Another serious problem involves the use of the seas and the atmosphere surrounding the earth. How is their use to be regulated? There are many international laws to govern the use of the seas, but many times those laws are ignored when they interfere with a company's or a nation's profits. Our atmosphere is being destroyed by the pollution. All the nations are contributing to the problem; no one seems to want to clean it up.

One problem that is causing a great deal of concern and debate in the world today is the nuclear arms problem. Every nation wants to have nuclear weapons to be as strong or stronger than their neighbor. Everyone wants to be "safe". But are we really any safer because we have these terribly destructive weapons?

All these problems are global problems. They affect the whole earth, the lives of every individual in every nation. "The contemporary world, and certainly the world of the future, is not a collection of separate lands and peoples, but rather a world in which the actions and policies of one nation affect to greater or lesser degrees what happens in other nations" (Cogan, 1981, p.9).

One of the primary goals of the schools in the United States has been to give their students the understanding, skills, and attitudes needed to function as effective

citizens in a democracy. A democracy cannot be successful without citizens who are aware of the important issues confronting the nation and are active in effecting their solution. But at this time in our history as an individual nation, and as a nation that is a citizen of the world, this citizenship training is not enough. We still need to teach what it means to be a citizen of a democracy, but we also "need a broader concept of citizenship - one that includes a global perspective" (Cogan, 1981, p. 8). We need to teach our students the concepts, skills, and attitudes they will need to be effective, responsible citizens "on an ethnically diverse and culturally pluralistic planet with finite natural resources" (Leestma, 1978, p. 6). Cleveland (cited in Leestma, 1978) said, "Our problem is how to build deep into our national psyche ... the idea that what happens around the world is our personal business, and what happens in the United States has widespread and long-lasting impact abroad" (p. 11).

These are the reasons for global education. But, when should this education begin? It should begin at the very beginning of a child's life. It should begin with teaching children the concept that people are more alike than they are different. Children should be reared to see

people as people, different from themselves in some ways, but mostly alike, in that all people have the same basic needs: the need for food, shelter, and clothing, the need to belong and to be accepted and loved. These needs, all mankind have in common. These are the needs that bind men together.

It is very important to begin with this concept at an early age because there is disturbing evidence that suggests "that at this stage in one's life children tend to perceive as good that with which they are familiar and to perceive as bad that with which they are unfamiliar"(Overly & Kimpston, cited in Olsen, 1982, p.26). At this age "children are forming their initial social patterns and preferences and their basic approaches to learning about physical and social worlds" (Ramsey, 1981, p.13). Their attitudes about themselves, their race, and other racial groups begin to form in the preschool years, and in order to influence our children's basic racial and cultural attitudes we must start when they are still very young (Ramsey, 1981).

We need to begin to teach our children early in their lives that they are a part of the whole human race, that we cannot separate ourselves from the lives of others. What happens to one of us, happens to all of us. The

problems that one nation faces are the problems that face all nations, and we must all strive together to solve those problems. We must not be selfishly concerned with "our" future, as individuals or as a nation. We must be concerned for the collective future of our world, if we as individuals and nations want to have a future at all. This attitude that we share a common humanity with all people on the earth begins between individuals. We must begin now to help our children, the children who will have the responsibility for the future of the world, to accept and respect themselves and others, without regard for ethnic or cultural differences. This is where global education begins. This is what our children must begin to learn now.

## Definition of Terms

Several terms have been used in this study in relation to the topic "Global Education". Each article reviewed in relation to the subject used a different term - global awareness, education with a global perspective, global education. There were also articles dealing with multicultural or multi-ethnic education. These articles had a slightly different focus than those dealing with global education. But each concept had components in common with the others. The definitions below are those that are the most comprehensive for each concept.

- 1) Brotherhood- stresses two themes:
  - 1) People are more alike than different.
  - 2) People with different ideas can live together and help each other (Duval County School Board Kindergarten Curriculum Guide, p. 152).
- 2) Global Awareness - is defined as the realization that the earth is a single system: it is the process of being open, sensitive, knowledgeable and positive toward other cultures as well as toward one's own (Simonson, 1977, p. 75).
- 3) Global Education - is education with a global perspective. It consists of the information, attitudes, awarenesses, and skills which, taken together, can



help us understand our world, how we effect it, and how it affects us (King, 1980, p. 44).

- 4) Multicultural Education - is an interdisciplinary educational process. It is designed to "ensure the development of human dignity and respect for all peoples" (Joshi, 1981, p. 63). It seeks to build an awareness of ones's own culture. It fosters the idea that no one culture is intrinsically better than another. It seeks to develop skills in analysis and communication that help one function in a multicultural environment. It deals with the different cultures represented within one nation and the efforts to help people accept these cultures. It seeks to take diversity and build unity, not ignoring the differences, but stressing the similarities (Joshi, 1981).

## Chapter II

This project has presented a curriculum for global education that is appropriate for kindergarten children. Before any recommendations were made as to what to include in the curriculum or how to structure any of the activities, it was necessary to describe the children for whom it was developed. What are kindergarten children like? Of what are they capable?

Characteristics of Kindergarten Children

Piaget developed theories to explain children's cognitive development and their social and moral development as well. His social theory states that children proceed from a morality that is dominated by adult constraint and adherence to adult expectations toward a morality of cooperation and autonomy" (Benninga & Crum, 1982, p. 144). They grow from a self-centered, egocentric view of the world to a position where they are able to see another's point of view and cooperate socially with other groups and individuals (Benninga & Crum, 1982).

A child's ability to share, cooperate, and realize that others have a different point of view than his own develops over time. This process of gradually being able to understand the perspectives of others and relate them to his/her own, is a process that is necessary for higher

levels of moral understanding and decision-making (Benninga & Crum, 1982). Five overlapping levels have been identified by Selman in the coordination of these social perspectives: Level 0 (approximately 3 to 7 years) Children in this stage cannot clearly distinguish their own perspectives from those of others. They also may still be confused about some aspects of their social worlds. Level 1 (approximately 4 to 9 years) At this stage, children are beginning to realize that not all people see a situation from the same perspective. Level 2 (approximately 6 to 12 years) The child at this stage is able to put himself in another's shoes. He is able to see another's perspective (Benninga & Crum, 1982).

Kindergarten children are usually five or six years old. At this stage, children are still egocentric, unable to really understand, according to Piaget's theory, another's perspective. But, there is research to indicate that perhaps young children are not always egocentric (Black, 1981). Black, in her article, "Are Young Children Really Egocentric?", discusses the findings of several researchers. Their research indicates that if the tasks that the children are given to do ask the children to act in ways that make human sense, that are in line with basic human purposes, interactions, and intentions, then the

children do not show any of the problems in decentering. If children are in situations which allow them to use the knowledge of human purposes and interactions, they are not as egocentric as Piaget suggests (Black, 1981). Selman (1971), researching role-taking ability in early childhood, defines egocentrism, partly, as a young child's inability to perform role-taking operations. This ability, according to Piaget, Selman says, is a development of social and cognitive decentering. He reports in his 1971 study that the work of Piaget, Flavell, and others pictures a child's role-taking ability as a skill which is not fully functional until the middle years of a child's life, but this skill shows a distinct beginning as early as age three or four. Selman goes on to describe the existence of the following sequence of social thinking:

Level A: The child may have a sense of others, but does not distinguish between the thought and perceptions of others and himself.

Level B: The child's sense of self and others is distinguished, but he/she cannot see that his/her thoughts and others' have anything in common.

Level C: The child puts himself/herself in another's position, but gives the other his/her own ideas

and sees the other as having interests similar to his/her own.

Level D: The child is aware that others have perceptions which are based on their own reasoning and these perceptions may or may not be similar to his/her own. (p. 1733)

These are the four separate age-related levels of role-taking ability in the early childhood years from four to six. Research shows that this ability is by no means complete by age six or seven, and is not, even then, completely free of egocentricity (Selman, 1971). This study does show that children of kindergarten age are beginning to be aware of others' feelings and are able to understand others' feelings as well as their own.

There is other research that indicates that children, five to seven years old, are able to respond to the feelings and needs of others. Trepanier and Romatowski (1982) have done research into whether the use of selected children's books would promote prosocial behaviors, such as altruism and empathy. To behave altruistically, a child must be able to see the perspective of another (role-taking). He/she must be able to understand another's feelings and emotions, which is empathy, and he/she must be able to determine what the other person needs and decide

on the appropriate action that will meet that need. This involves critical thinking.

The technique Trepanier and Romatowski used to assess the children's prosocial behavior consisted of reading selected children's books to kindergarten level and first grade level children. The books all dealt with sharing or an interpersonal conflict that could be successfully settled through sharing. The children were asked questions throughout the stories which required them to focus on 1) the interpersonal conflict involved, 2) the feelings of the characters in the story, 3) the cause of those feelings, and 4) how the feelings of the characters changed as a result of sharing (Trepanier & Romatowski, 1982).

The results of this study suggested that children between the ages of five and seven were competent at labeling their feelings. They discovered that this technique helped the children determine how to tell what others were feeling. They concluded that children's prosocial development could be facilitated and enhanced.

#### Readiness for Global Education

The literature reviewed for this study dealing with global education for young children indicated that one of the best ways to prepare young children to deal with the concepts involved in this concept is to develop in them a

positive and realistic self-image. Ramsey (1982), in her article, "Multicultural Education in Early Childhood", discusses three goals for integrating a multicultural perspective into an early childhood program. One of the main goals of any kindergarten program is to help all the children develop a positive, realistic self-image. As young children come to understand themselves and their own cultural heritage, it will be easier for them to understand others.

A second goal for teachers of young children is to develop a child's social skills in dealing with other people. It is important for children to learn that other people have feelings and points of view that may not always agree with their own. They need to learn that these differing perspectives are just as valid as their own.

The third goal is for children to learn how to communicate with others and share their own feelings and ideas. Just as it is important to be able to understand and express one's own sentiments and perspectives about the different situations that arise between people, it is also important to learn how to listen to others as they share their feelings and ideas. These are skills that children need to learn from the very beginning of their school experience.

Ramsey (1982) further says, Children's orientation to the social world, which begins with their earliest friendships, must be considered as part of any efforts to integrate multicultural education into the curriculum. Efforts to expand children's awareness of others, their capacity to communicate, their willingness and ability to cooperate, and their sense of social responsibility should be emphasized throughout their lives. (p. 20)

A child's early experiences in life often form the basis for the way he/she views his/her world and interacts with others. The pre-school and kindergarten years are an important time for children to develop their own identities. A child's sense of self-worth, self-esteem, and self-dignity establishes itself at this time. Before children can be comfortable with, or accept and understand others, they must feel comfortable with and understand themselves. "We believe that those who are secure in their own identity and feelings of self-worth are less threatened by and better able to appreciate, cooperate, and share



with those from other ethnic or social backgrounds" (Barry & MacIntyre, 1982, p. 7).

A creative teacher can think of many activities that can increase a child's good feelings about himself/herself. Ramsey (1982) suggested stories and discussions about families, homes, likes and dislikes, and the common experiences of life that all children share. There are many fine children's books which tell stories in which the characters have experiences and problems with which most children can identify. The classroom discussions about these stories are important experiences which can help children learn to communicate their feelings as well as listen as others share theirs.

When young children understand their own feelings and motives, they are more likely to develop a positive, realistic self-concept. Role-playing is another effective way of helping children understand their own feelings and motives and those of others. In addition, role-playing is a group activity that requires the children's cooperation. The children must work together, share and take turns. They must work together to combine action and words to tell the story again in a way the other children will understand. These are important skills for children to learn (Benninga & Crum, 1982).

Global Education - Concepts, Sequence, and Methods

Much of the literature reviewed for this study discussed the subject of global education for high school and college curricula. The concepts dealt with are complex and require prerequisite levels of knowledge and comprehension. However, these articles have implications that are important for young children, and therefore they have been included in this review of the literature. These articles, as well as articles that do discuss global education for younger children, have been included in the discussion which follows.

Leestma (1978), in his article, "Global Education", recommends several components that should be included in a global education program. The unity and diversity of mankind, international human rights, and global interdependence, intergenerational responsibility, and international cooperation are the five components that should be included in a social studies program dealing with global education. The global interdependence component involves three other issues that need to be dealt with: growth versus equilibrium, underdevelopment and stability, and conflict and conflict resolution.

Intercom devoted an entire issue to the subject of education with a global perspective. According to these

articles, King, Branson, and Condon (1979) say, children need to recognize the fact that they are individuals living in a world system. In broad terms, the goals of education with a global perspective "can be seen as a set of competencies that enable individuals to participate in the world system in more responsible ways than would be possible without such competencies" (King, Branson, & Condon, 1979, p. 10). These goals work toward four types of competencies: "in the perception of one's involvement in the world system, in making decisions, in making judgments, and in exercising influence" (King, Branson, & Condon, 1979, p. 12). These competencies are complex and require cognitive, perceptual, emotional, and social capacities and specific abilities.

Values education and skill development are also important concepts for global education. Students' awareness of how important values are in their own lives and in the lives of others should be increased. Their sensitivity to the feelings, needs, and interests of other people must be expanded, especially to those of people of different ethnic and cultural backgrounds (King, Branson, & Condon, 1979).

King, et al. also discuss the importance of concepts as vital tools for processing and organizing information. Concepts help students make sense out of the experiences

and materials they encounter. There are four major concepts or themes that are important to global perspectives. They are interdependence, conflict, change, and communication. The attainment and application of these concepts must begin as early in childhood as possible and continue throughout the child's education (King, Branson, & Condon, 1979).

Social studies should take the lead in providing students with the opportunities to perceive and understand that the world is a global system and that they are themselves participants in this system. They need to learn the responsibilities, benefits, costs, and rights that go along with this membership. These are the two major thrusts of the guidelines recommended by the National Council for the Social Studies (1982) in their "Position Statement on Global Education".

The Council further recommends that the social studies should emphasize several important ideas. The first idea that needs to be emphasized is that the lives of people all over the world are increasingly being influenced by transnational, cross-cultural, multicultural, and multi-ethnic interactions. As individuals, we are citizens of a world. There are growing numbers of international scientific, religious, economic, social, political, and

cultural groups and agencies that influence the lives of the citizens of the world. Students should become aware of these organizations and understand how their lives and the operation of our world can be, and is influenced by them.

Another important idea that students need to learn is that humanity is a vital, integral part of the world's environment. We are dependent on the world's natural resources, and these resources are limited. Students need to understand the nature of the world's ecosystem and how ecological laws impact of human culture.

The future is linked to both the past and the present. Young people need to see and realize this close relationship. Students need to know that the way we choose to solve the problems we face in our world today will have a decided effect on the future of the world. It needs to be demonstrated to young people that they, as citizens of the world, individually or collectively, can participate in, and influence, world affairs. There are no spectators. Citizens of the world have the opportunity for affecting social, economic, and political change in the world system. Students should be made to know their participation can be vital and meaningful to themselves, their country, and their world (National Council for the Social Studies, 1982).

The Task Force on Contemporary World Studies of the State Department of Education in Minnesota (cited in Cogan, 1981) has identified six basic goals that should be in any global education program. They are: 1) Children should be helped to understand diversity - that it offers opportunities for growth but also can cause potential conflicts. 2) The world is a series of emerging interdependent systems, and no one nation alone can deal with the present and future world problems successfully. 3) We must develop effective working relationships with others - others who may have similar or different backgrounds and perspectives. 4) We must understand the process of change, which is a permanent part of history. 5) The world is made up of many different cultures which have value systems which may be similar or different from ours. 6) We are faced with many alternatives for determining the future of our world, and there will be difficult decisions to make.

Are the early years of a child's schooling too early to begin introducing the concepts and ideas that have been suggested for secondary and college curricula? No, the early years are the years when the child's attitudes and understandings of the world are forming. Therefore, it is important to begin introducing these basic concepts

and ideas in the kindergarten classroom. The literature does address, to a limited extent, concepts and ideas for the kindergarten classroom.

Barry and MacIntyre (1982) present an outline for a multicultural program designed for young children in their article for Multiculturalism. They list goals for the program and teacher and goals for the children. They also list objectives to compliment these goals. Listed below are the children's goals:

- To become aware of one's own uniqueness.

This may include body features, language, culture, and background.

- To become familiar with one's own historical roots as well as those of the group and the community.

- To accept the differences of others and to realize that being different does not mean one is inferior.

- To promote equality between and respect for other cultures. To arrest prejudices, which breed in ignorance.

- To encourage freedom of speech and a willingness to share without intimidation, both in one's own and other cultural groups.

- To develop a sense of responsibility and belonging to the group. To understand that unity is possible without diversity. (pp. 8-9)

There is an important theme common to all the recommendations made for secondary and college students and kindergarten children. It is the theme of interdependence. We are one world, one people, working together to solve the problems of the world and plan for its future. Mankind is dependent upon the natural environment of the earth. The earth is dependent upon man to preserve her from waste and destruction. We, as men and women, are dependent upon one another. We must learn to trust and care for one another. We can do this by learning how we are alike and how we are different and valuing both our similarities and differences. We can learn that the things that make us different are not nearly as important as the things that bind us together. These are the concepts that can be introduced at an early age.

The concepts to be included in a global education program have been reviewed. It has been noted that introduction to these concepts should begin at an early age while the child's idea of the world is still forming. But how does one teach young children a global perspective? What methods are recommended by researchers? Where do we begin?



In determining where to begin, it is important to remember that a child who is secure in his own identity and has a healthy, realistic self-image is less likely to be threatened by those who are from other ethnic or social backgrounds (Barry & MacIntyre, 1982). This, then, is the place to start with young children. The child must learn to know himself/herself and his/her present environment. When designing their pre-school multicultural program, Barry and MacIntyre (1982) arranged the major program areas so that the children began with experiences related to themselves and moved to those further from their perceptions. The children were helped to see their own uniqueness. They learned about their physical attributes, such as height, weight, hair color, etc., and they also became aware of their feelings, ideas, families, the things they needed help with, and those they could do by themselves. They learned to feel good about themselves. When children understand and accept themselves, then they are more open to accept others.

Children's literature can be used to help the children understand themselves and others. Stories are selected by the teacher to demonstrate a theme or subject, such as fear, loneliness, anger, happiness, etc. As the story progresses, the children are asked critical thinking

questions that the teacher has devised. These questions can ask the children how they have felt or would feel in a similar situation, and then, as the children understand or identify their own feelings, they can be asked how they think the child in the story felt, and perhaps why he/she felt that way (Trepanier & Romatowski, 1982). Younger children seem to be able to understand another's feelings better when they have come to understand their own emotions (Hughes, Tingle, & Sawin, 1981).

Children enter school with developing beliefs, attitudes, and values. These are based on childhood issues. The values clarification model provides a framework or system for helping children to organize and clarify their values and beliefs. It is a model that can be effectively used at the kindergarten level (Cogan & Paulson, 1978).

With this model children are assisted in values development by being given opportunities for reflection and sharing. Specific values are not imposed or taught. This process seeks to "elicit values statements, and then accept the responses to the questions as being valid for that person at that place and point in time" (Cogan & Paulson, 1978, p. 20).

A crucial factor when using this model is the child's interest level. Most of us are very willing to think and

talk about the issues and concerns that really matter to us. Younger children are just as willing to discuss what is important to them. Five to nine year olds are most interested in discussing family relationships, friendships, play (toys, games, taking turns), television shows, and fears.

In their article, "Values Clarification and the Primary Child", Cogan and Paulson (1978) present a values model that can be used with young children. It includes a values issue, the basic strategy, the working structure, and the sharing structure. The values issue is the concern or issue that the teacher wants the students to spend time discussing. The basic strategy is the format that the activity follows as the issue is discussed. There are several basic strategies listed that can be used: values questions, incomplete sentences, cartoons, lists, rankings, the continuum, draw/write, simulations, activities, and forms. The working structure refers to whether the issue is reflected upon individually or in small or total group situations. The sharing structure is the method which determines how the children will share their feelings. They can be given a turn when the focus is on them. They can be asked to volunteer to share as in a circle arrangement, or students can all share with another person randomly in a milling

fashion. Whatever basic structure, working structure, and sharing structure is used, it is important that the values issue children are asked to discuss be within their frame of reference and at their level of interest (Cogan & Paulson, 1978).

Schuncke and Krogh (1982) have conducted research on the values concepts of young children. They worked with children in the kindergarten through the fifth grade. After making sure that each child understood the concepts, the children were asked to rank seven concepts in order of their importance to the child. It was very important to make sure the children understood the concept. This is a point teachers should pay attention to when selecting the values issues they wish children to discuss. How can anyone, child or adult, discuss something when they don't understand it?

The kindergarten children ranked the seven concepts in the following way: Rules (most important), truth, property, authority, sharing, friends, and promises. First grade children ranked them in the following order: Truth (most important), rules, promises, authority, property, sharing, and friends (Schuncke & Krogh, 1982). The responses of first grade children are discussed here because some kindergarten children enter school late, or

repeat, and therefore they might have the older children's view of these values. This list was also shared here because, since research has shown these to be important issues to kindergarten children, they might be considered worthy topics for values clarification activities.

The research of Schuncke and Krogh also suggested several important points to consider when planning values clarification activities for young children. They suggest that open-ended stories, similar to moral dilemma and values sheets, can be appropriate for children as young as kindergarteners. The stories need to be brief and simple, and they need to contain a conflict situation that is real to the children, one that the children could really encounter. The teacher needs to be sensitive to the children he/she is working with as he/she uses these types of activities. He/she needs to be aware of the children's level of social and emotional maturity.

Role-playing is another useful technique which helps children understand their own feelings and those of others. Once again, children's literature can provide a great deal of material for use in creative dramatics and role-playing. Before actually getting involved in role-playing situations, Benninga and Crum (1982) suggest several warming up exercises. Before "trying on" others' feelings,

children can try on the role of various animals. Games which allow the children to freely pretend and use their imaginations are good practice for the later process of role-taking. Pantomime activities (communication without words and expression through body movements) allow the children to pretend the specific behaviors of people and objects. The children's experiences with pantomime can aid in the transition to actual story dramatization. The acting out of a story after it has been read or told gives the children experience combining words with actions while pretending to be someone else. It also gives the children experience working together in a group situation where cooperation is necessary to reach the desired goal.

As children begin to understand themselves more and begin to move away from their egocentric point of view, they can begin to be introduced to other cultures. Most of the literature on global education speaks of the importance of stressing the similarities among all peoples. Students need to learn that there are many life-styles, languages, points of view, and ways of getting a job done. All are valid. One way is not "better" than another (Ramsey, 1982). Ramsey continues, "Children are more likely to integrate new information when they see it in relation to their previous knowledge" (p. 20). When introducing

children to other cultures, build on what is already known - go from the familiar to the unfamiliar. The cross-cultural approach is useful here. Instead of discussing one culture at a time, this approach discusses aspects of culture covering three or more cultures. The techniques of analyzing and identifying the similarities and differences among cultures are used. For example, when the children are learning about families, in addition to learning about their families, family size, relationships, roles, and responsibilities, etc., the family in Japan and Mexico could be introduced (Joshi, 1981). This technique could be applied to the study of many concepts, such as clothing, food, transportation, communication, and holidays, for example. The children see that people all over the world wear clothes, just like they do, even though it may look different. People all over the world eat, just like they do, even though it is different food. Children begin to see that people are more alike than different.

Another key point that is stressed in several articles is the importance of giving young children concrete experiences with other cultures as much as possible. "By concretely experiencing many different ways of doing things, it is hoped that children will become more acclimated and receptive to variations among people" (Ramsey, 1982, p. 20).

The kindergarten classroom is an ideal setting for many learning experiences with the different ways of cooking, or making music, dressing, or carrying objects, for example. Another concrete way to introduce children to other cultures is to have a representative of another culture visit the classroom. Olsen (1982) stresses the importance of this personal, direct contact.

This review of the literature focused on the concepts and understandings that researchers suggest for inclusion in global education programs. Although many of the concepts have been rather complex, they can be introduced to young children if placed in the appropriate framework, and they will form the foundation for later learning.

It has also been noted that researchers agree that it is important to begin global education at an early age, that children with a positive, realistic self-image and a firm awareness of who they are, are more open to accepting people from other cultural and ethnic backgrounds. Suggestions have been made as to techniques that could be used with young children in helping them to understand themselves and others better. Discussing selected stories, values clarification methods, and role-playing were three techniques presented by the various authors reviewed.



Children can be introduced to other cultures in several ways. The cross-cultural method is one way. Whatever way is selected, it has been stated that children need to move from the familiar to the unfamiliar in building their knowledge of the larger world. For maximum effectiveness, they need many concrete, "hands-on", direct experiences with concepts, materials, and people from other cultures.

## Chapter III

## Procedures and Methods

The formal title of this project is "Global Education for Young Children: A Curriculum Unit For the Kindergarten Classroom". However, this study also has an informal title, "All Children Smile in the Same Language". This title expresses in a short phrase, perhaps the most important goal of this endeavor: to introduce the children in kindergarten classrooms to the children of the world. This introduction to a larger world will assist them in understanding three themes which are discussed briefly below.

1. We are one world - one race, the human race, living together on the planet earth.

2. We are more alike than we are different. The basic human needs we share make us alike. They bind us together. As people, living in different parts of the world, separated from each other by oceans, rivers, mountains, and deserts, we have developed different ways to meet these needs.

3. People with different ideas can live together and help each other. We can learn from each other. There are many valid ways of doing the different things people do. We can work together and share our different ways of doing things and get the job done.

In developing this curriculum unit, it was first necessary to review the available literature on global education to see how others defined the subject and to determine their recommendations as to how, and when, the subject should be introduced in the classroom. All the literature reviewed agreed that it was very necessary to add the subject of global education to our schools' curricula. It was also concluded that children should be introduced to the concept at an early age in as concrete a way as possible.

The review of the literature gave a good deal of attention to the importance of the development of a positive, realistic self-concept in young children. Because of the present availability of many fine collections of activities, books, and curriculum kits designed to develop positive self-concepts in children, this topic was not included in the unit. The review of the literature also mentioned two possible methods to use in helping children understand themselves and others: values clarification and role-playing. Materials are currently available for use with these two methods, therefore, activities for values clarification and role-playing are not included in this unit.

After the review of the literature was completed, the curriculum unit itself was planned. Several steps were taken to design and organize this unit. They are listed and briefly discussed below:

- 1) A decision was made determining the format into which the curriculum unit would be organized. It was decided to introduce the goals of global education through the study of three individual countries. Any number of countries could have been chosen, but the number was limited to three because of time constraints in the kindergarten classroom and the availability of resources.
- 2) Criteria for the selection of the three countries to be studied were established, and then three countries were selected according to these criteria.
- 3) After the countries to be included in the unit were chosen, an extensive review of the available resources concerning these countries was made to determine what materials were available for use in the kindergarten classroom.
- 4) A common set of goals to use for each country was developed. These goals were somewhat modified depending on the availability of resources for each specific country.

- 5) After the goals were decided, activities were developed to enable the children to achieve those goals.
- 6) As part of this unit, a list of additional resources was included for each country. A list of general resources for global education was developed in the event that further activities on the subject were to be developed.

These then, were the steps taken in the development of the curriculum unit on "Global Education For Young Children". A list of the conclusions which have been arrived at through the review of the literature and the development of this unit have been included. Recommendations for possible improvement and extension of this project have also been developed.

Chapter IV

Global Education for Young Children:

A Curriculum Unit for the Kindergarten Classroom

For the purposes of this curriculum unit, three countries were selected for study: Africa, Japan, and Mexico. There were specific reasons for choosing each of these countries for inclusion in this unit.

Africa was chosen because black Americans are the largest minority in this country. Most black Americans are the descendants of men and women who were brought to this country from Africa to be slaves. The African culture they brought with them has influenced the American way of life in many ways. Although the people who came from Africa came from many tribes with different customs and ways of living, Africa will be studied as a continent rather than as individual countries.

There are 19 million Spanish-speaking people in the United States which makes the United States the fourth or fifth largest Spanish-speaking country in the world. By the end of the 1980s, if trends continue, the Hispanic minority will be the largest in this country (Marx & Collins, 1981). To represent this large and growing minority, Mexico was included in this unit. In 1978, more immigrants came to the U.S. from Mexico than any other country in the world (Joshi, 1981).

The United States shares a border with Mexico; we are neighbors. For this reason, events in Mexico will definitely have an impact on our country. This has been true in the past, and it is still true today. Because Mexican culture has contributed a great deal to our American culture, it is important to include in a unit on global education.

Many different Oriental countries contribute to the large Oriental minority in this country. In 1979, Japanese Americans were the second largest group within this Oriental minority (Statistical Abstract, 1982, p. 90). Japan is having an increasing impact on the United States. Trade relations with Japan have already influenced the American economy greatly and are likely to continue to do so. Every year many Japanese people come to visit the United States as tourists.

Africa, Mexico, and Japan were selected to be included in this unit on global education because they represent large and significant minority groups in this country. They were also selected because each, in its own way, has influenced our country's culture and contributed greatly to its diversity and uniqueness. The original and continuing heritage of these minority groups is part of our American heritage. In learning about our individual heritages, we learn to appreciate them and how they have been melded together to contribute to the development of our country.

This curriculum unit has one purpose: to introduce young children to a world full of children who are in many important ways just like themselves. It stresses the similarities between children. This unit and its activities were designed to help children become familiar with their world, the world beyond their doorstep, their neighborhood, their city, state, even their country, by showing how children who may look different and do things in a different way are really very much like them.

The curriculum unit to follow is divided into five sections. They are described briefly below:

I. Establishing a Climate for Global Education

- A. Activities to Prepare the Classroom
  - 1. Bulletin Board - "Friends Around the World"
  - 2. Bulletin Board - "We Are More Alike Than Different"
  - 3. Photographs of the Children
- B. Activities for the Children
  - 1. Activity Number 1: "What is a globe?"
  - 2. Activity Number 2: Classroom Discussion of the "Friends Around the World" Bulletin Board
  - 3. Activity Number 3: A Story and Discussion about Friendship
  - 4. Activity Number 4: Classroom Discussion of Bulletin Board "We Are More Alike Than Different"
  - 5. Activity Number 5: Series of filmstrips and cassettes entitled Five Children to be shown and discussed
  - 6. Activity Number 6: Music - Three Songs

II. Africa

- A. Communication in Africa
  - 1. Activity Number 1: "Speaking Swahili"



- 2. Activity Number 2: "Drum Talk"
- 3. Activity Number 3: "Let's Count to Ten in Swahili"
- B. Clothing in Africa
  - 1. Activity Number 1: "What Do African Children Wear?"
  - 2. Activity Number 2: Making adrinka cloth
- C. Houses in Africa
  - 1. Activity Number 1: "Everybody Needs a House"
  - 2. Activity Number 2: "Homes in Africa"
- D. Miscellaneous Activities
  - 1. Storytime
  - 2. Right Hands?
  - 3. Music
  - 4. Masks
  - 5. African Cooking
  - 6. West African Akuaba Dolls
- E. Resource Lists
  - 1. Reference Books
  - 2. Books for Storytime
  - 3. Poster and Picture Sets
  - 4. Audio-Visual Materials
  - 5. Music/Recordings
  - 6. Miscellaneous Resources

### III. Japan

- A. Communication in Japan
  - 1. Activity Number 1: Speaking Japanese
  - 2. Activity Number 2: Counting to Ten in Japanese
  - 3. Activity Number 3: The Days of the Week in Japanese
  - 4. Activity Number 4: A Japanese Letter
- B. Clothing in Japan
  - 1. Activity Number 1: Learning About Japanese Clothes
  - 2. Activity Number 2: Socks
  - 3. Activity Number 3: An Obi for Everyone
  - 4. Activity Number 4: Fans
- C. Houses in Japan
  - 1. Activity Number 1: Design and Furniture
  - 2. Activity Number 2: A Japanese Table
  - 3. Activity Number 3: Pillows and Stories
- D. Special Days in Japan
  - 1. Activity Number 1: Children's Day, May 5th, Dolls and Tea
  - 2. Activity Number 2: Flying Carp

3. Activity Number 3: Lanterns for the Festival of the Lanterns
4. Activity Number 4: Children's Day, May 5th, A Class Kite
5. Activity Number 5: Flower Festivals
- E. Food in Japan
  1. Activity Number 1: Vegetable Tempura
  2. Activity Number 2: Snow Cones
- F. Miscellaneous Activities
  1. A Japanese Game
  2. Battledore and Shuttlecock
  3. Make a Japanese Flag
  4. Act Out the Legend of the Sun Goddess
  5. Color a Picture
  6. A Traveling Storyteller
- G. Resource Lists
  1. Reference Books
  2. Books for Storytime
  3. Japanese Language Books
  4. Arts and Crafts
  5. Music
  6. Poster and Picture Sets
  7. Audio-Visual Materials
  8. Miscellaneous Materials

#### IV. Mexico

- A. Communication in Mexico
  1. Activity Number 1: Let's Speak Spanish
  2. Activity Number 2: Counting to Ten in Spanish
  3. Activity Number 3: The Days of the Week in Spanish
  4. Activity Number 4: The Months of the Year in Spanish
  5. Activity Number 5: A Spanish Name
- B. Clothing in Mexico
  1. Activity Number 1: What Do Mexican Children Wear?
  2. Activity Number 2: Dress for Mexican Girls
  3. Activity Number 3: Make a Rebozo and a Serape
  4. Activity Number 4: Mexican Children
  5. Activity Number 5: Color a Picture
- C. Mexican Food
  1. Activity Number 1: A Tasting Party
  2. Activity Number 2: A King's Favorite Drink
  3. Activity Number 3: Tacos for Lunch or Snacks

- D. Houses in Mexico
  - 1. Activity Number 1: Mexican Homes
- E. Miscellaneous Activities
  - 1. Make a Pināta
  - 2. Making "Ojos De Dios"
  - 3. Mexican Bark Paintings
  - 4. Paper Flowers
  - 5. Other Activities
  - 6. More Mexican Recipes
  - 7. Music and Dancing
- F. Resource Lists
  - 1. Reference Books
  - 2. Books for Storytime
  - 3. Poster and Picture Sets
  - 4. Audio-Visual Materials
  - 5. Music
  - 6. Language
  - 7. Miscellaneous Resources
- V. General References for Global Education

### Establishing A Climate For Global Education

Before beginning the activities based on the individual countries, the teacher must gather materials and arrange displays and bulletin boards to get the classroom and the children ready to study these countries. There is an atmosphere to create and an interest to awaken in the children.

#### Activities to Prepare the Classroom

1. Bulletin Board - "Friends Around the World"
  - a. Mount a large world map on a large bulletin board. A map which shows the countries of the world in different colors would be most effective.
  - b. Find pictures of people and children from each of the three countries included in this unit: Africa, Mexico, and Japan. Find pictures in magazines, travel posters, etc., or use the posters listed in the resource list at the end of each section in the unit.
  - c. Pin the pictures and posters on the bulletin board around the edge of the map and attach a long piece of string or yarn from each country studied on the map to the pictures representing that country.
  - d. Take a photograph of the class with an instamatic camera or ask the children to bring photographs from home of themselves and their families.

- e. Place the photographs on the bulletin board and stretch a string or some yarn from where the children live to their photographs.
2. Bulletin Board - "We Are More Alike Than Different"
  - a. On another bulletin board, display pictures of children from all parts of the world doing and sharing things together that all children, no matter where they live, have in common.
3. Take photographs showing the children in the class do some of the same things the children in the pictures on the bulletin board are doing. These photographs should be added to the bulletin board, "We are more alike than different".

Activities for the Children

Activity Number 1: "What is a globe?"

Goal: The children will become familiar with the different features of a globe.

Materials needed: - a globe  
- pictures of earth taken from outer space

Procedures:

1. Show the children the globe.
2. Explain to the children what a globe is - a kind of picture of the earth, a round one, because the earth is round.
3. Show the children the pictures of the earth taken from outer space. Explain that these pictures were taken by astronauts while they were going around the earth.
4. Talk about the different features of a globe, such as the differences between water and land masses. Explain that the countries are only shown in different colors to help us see them better.
5. Show the children where they live on the globe.

Activity Number 2: Discussion of "Friends Around the World"

Bulletin Board

Goal: The children will become familiar with the locations of Mexico, Japan, and Africa, and their own country on a map.

Materials needed: the completed bulletin board "Friends Around the World"

Procedure:

1. Explain to the children what a map is - that it is a flat picture of the earth.
2. Explain to the children that in the weeks ahead they will be learning about children from three other countries and that this map shows where the countries are in the world.
3. Locate each country on the map and trace a line from the country to the pictures of the people and children from that country.
4. Have a child go to the bulletin board and find the pictures of the class and trace the line from their pictures to where they live on the map.
5. Explain to the children that this is a picture of the world and some of the people in the world. It is their world too, and these are some of the people in it.

Activity Number 3: A Story and Discussion about Friendship

Goal: The children will understand about the concept of friendship.

Materials needed: - book, A Friend Is Someone Who Likes You. by Joan Walsh Anglund. London: Collins, 1965.

Procedure:

1. Read the book A Friend Is Someone Who Likes You to the children.
2. Discuss with the children that a friend is someone who likes you, that everybody has a least one friend.
3. Ask the question, "Where did you find your friend?"  
Let the children talk about their friends.
4. Ask other questions about friendship such as, "Why are you and your friend friends?", "What kinds of things do you like to do with your friend?", and "Why do you like your friend?"

Activity Number 4: Discussion of the "We Are More Alike Than Different" Bulletin Board

Goal: The children will begin to learn that people are more alike than they are different.

Materials needed: - completed "We Are More Alike Than Different" bulletin board

Procedure:

1. Have the children look carefully at the bulletin board.
2. Explain that these are children from all over the world.
3. Ask the children, one at a time, if they can find a picture showing a child doing something they like to do, too.
4. Ask the children, when it is their turn and they have



selected a picture, to tell why they like to do whatever it is the child in the picture is doing. Ask them if they can think of why the child in the picture might like doing what they are doing. Ask them if they think they would like to be friends with the child in the picture they selected. Why?

5. Ask the children if they are like the children in the pictures. How?

Activity Number 5: Series of filmstrips and cassettes entitled Five Children

Goal: The children will learn about the diversity of peoples living in the United States.

Materials needed: - filmstrip/cassette kit entitled Five Children: A Cultural Awareness Sound Filmstrip Program produced by Scholastic, 50 West 44th St., New York, N.Y. 10036

Procedure:

1. Show one filmstrip a day for a week. This kit is about five children from different parts of the United States. They are of different races, live in rural and urban areas, and their families are different.
2. Ask the children how they are like the children in the filmstrip. Ask them how they are different.
3. As each filmstrip is shown, have the children compare the children in the filmstrips as to how they are alike and different.

Activity Number 6: Music- Three Songs

Goal: The children will learn some songs which focus on the concepts of brotherhood and friendship.

Materials needed: - recordings of the following songs:  
- "The More We Get Together", recorded by Raffi with Ken Whiteley on the record Singable Songs For the Very Young (Kimbo Educational, P.O.Box 477, Long Branch, N.J., 07740)  
- "It's A Small World After All"- story-book with read-along record (Walt Disney Productions, Western Publishing Co., Inc., 1968)  
- "Sing", originally a Sesame Street song written by Joe Raposo, recorded by the Carpenters (A & M Records, Inc., 1973)

Procedure:

1. Learn the songs together and sing them often.

Sequence of Activities in the Unit

These introductory activities are designed to help the children begin to see that children everywhere are more like each other than they are different. Following these activities, one country a week will be studied until all three countries have been discussed. The sequence of the activities is not important, however one suggestion is given; it is suggested that the first activity on communication for each country be used to introduce the country. The teacher may then use all the activities for each country, or choose only a few. Another possible way to use this unit, if time is a problem, is to spend the entire month of

February, which is "Brotherhood Month", studying only one country from the unit. This country could be studied in depth and additional activities and resources, created and found by the teacher, could be added to the curriculum.

AFRICA

Communication in Africa

Goal: The children will become familiar with two forms of communication used in Africa.

Activity Number 1: "Speaking Swahili"

Background Information For The Teacher To Use With Students:

There are many tribes in each of the different African nations. There are just about as many different dialects and languages. Swahili is a major language in the eastern part of Africa. If non-African people don't speak Swahili, at least they recognize the word "swahili" when they hear it; they know it is an African language. That is one reason the Swahili language has been selected for use in this unit. The other reason is that there are two very fine books for young children about the Swahili language. They will both be used in the following activities.

Materials needed: - book, Jambo means hello: Swahili Alphabet Book by Muriel Feelings.  
(The Dial Press, New York, 1974)

Procedure:

1. Describe a daddy to the children without saying the word. Ask the children who it was you just described. What do we call that man? "Daddy", "Father", and "Papa" - there are many correct responses to the question.

2. Describe a mother to the children without saying the word. Ask the children who it was you just described. What do we call that lady? Again, accept the children's responses. There are many names for "mother".
3. Tell the children that children in Africa have a special name for their daddies and mommies too. They call their daddies baba (bah.bah) and their mommies "mama", just like we do.
4. Show the children a broom or a picture of one. Ask the children what we call this object. When they say "broom", ask them if they want to know what little African children call it. They say fagio (pronounced fah.gee.oh - the "g" has the hard "g" sound).
5. Continue this process with other words from the book, especially words like jambo (jahn.bow), which means "hello". It is a formal welcome. Karibu (kah.ree.boo) means welcome also. A caller will say "Hodi?" (May I come in?) The reply is "Karibu." for friend, relative, and stranger alike.
6. As some of the twenty-six words from the book are discussed, they can be written on a piece of chart paper to remain in view throughout the week for easy reference.

7. Encourage the children to use the words in the classroom and at home. In the morning, before entering the classroom, the children can be encouraged to say, "Hodi?" The teacher will reply, "Karibu!"

NOTE: The children will enjoy looking at the pictures in the book Jambo means hello: Swahili Alphabet Book. They are excellent. They illustrate the meaning of the words, and they show other aspects of African life, such as family life, occupations, and recreation.

Activity Number 2: "Drum Talk"

Background Information For The Teacher To Use With Students:

The people in Ghana, in western Africa, use drums as a means of communication. Two drums with different pitches are played together; one is the man's voice, the other is the woman's voice. Drum messages are relayed across many miles. The people can listen to the news, retell folk tales, and learn history through the messages on the drums. The drums are made of carved cedar trees and elephant ears are used to make the drum heads.

Materials needed: - two sizes of cans ( one pound and three pound coffee cans, for example)  
- old inner tubes cut into circles large enough to cover the tops and bottoms of the cans  
- heavy twine or string  
- brown wrapping paper, construction paper, or shopping bags cut to wrap around the cans

Procedure:

NOTE: Much of the preparation for this activity must be done before hand by adults. The children will need individual help in making these drums. This activity may require an entire morning's instructional period or more for completion. Depending on the number of adults available to assist the children, a few children at a time can be called from their regular work to make their drums. When they are finished, they go back to their work and another group of children can begin to make their drums.

1. Getting the drum parts ready for assembly:
  - a. Cut the bottoms out of all the cans. Have enough of each size can so the girls or boys can use either the large or small cans.
  - b. Measure two sizes of circles to use to cover the ends of the drums. Cut out the inner tubes and use a hole puncher to punch evenly spaced holes all around the edges of the circles. Do not put the holes too close to the edge or they will tear when the string is laced through them and pulled.
2. After a decision has been made by the children as to who will use the large and small cans, the children can begin to make their drums. With the help of an adult, one at a time, the children will:

- a. Cover the can with the brown paper. Use glue to fasten. Use brown or black crayons to make lines to simulate bark.
  - b. Place one circle on the table and the can on top of it. Place the other circle on the top of the can and show the child how to weave the top to the bottom with the twine or string. Move from a hole on the top to the corresponding hole on the bottom and then back to the next hole at the top, etc. until the two circles are tightly woven together.
3. When all the drums are made, discuss with the children the way the drums "talk". Explain that the "words" are different patterns of drum beats. Demonstrate a few patterns. Have the children clap along with the pattern.
4. Help the children create some drum beat patterns for the words in a simple conversation.
5. When the conversation is ready, let pairs (a boy and a girl, or one each of the different size drums) of children take turns "sending" the message to another pair of children across the room. Let everyone have a turn.



Activity Number 3: "Let's Count To Ten In Swahili"

Materials needed: - book, Moja means one: Swahili Counting Book by Muriel Feelings. (The Dial Press, 1971.  
- chart paper with numbers 1 - 10 with corresponding Swahili word written by them. Draw the correct number of pictures by each number and word.

Procedure:

1. Ask the children to count to ten, either as a group, or let them volunteer to count by themselves.
2. Ask them if they think African children have to learn to count to ten in school.
3. Show them the chart with the numerals, Swahili words, and pictures. Explain that these words are African (Swahili) words that mean the numbers.
4. Show them the book and read through it slowly, having the children say the words for the numbers after you say them.
5. Look at the pictures in the book. They are excellent and show many aspects of African life.
6. After all the numbers have been introduced, use the chart as a visual guide to help the teacher as she slowly counts to ten in Swahili with the children.
7. Practice often during the days Africa is being studied.

Clothing in Africa

Goal: The children will become familiar with the clothing worn in Africa.

Activity Number 1: "What do African children wear?"

Materials needed: - books with pictures of African people and children in different types of clothing (See books listed at the end of this section of the unit.)  
- posters  
- pictures of American children dressed for different kinds of weather and special occasions

Procedure:

1. Ask the children why people wear clothes. (Social custom, protection from the elements, special occasions, etc.)
2. Show the children pictures of children in this country dressed for different kinds of weather; wet, cold, hot, etc.
3. With each picture, ask the children to explain why the children are dressed the way they are.
4. Show the children pictures of children in this country dressed for "special occasions", like church, weddings, parties, holidays, etc.
5. Ask the children why people wear their nicest clothes for special days. Ask the children about times when they have been able to wear their best clothes. Where

were they going? What was happening? Did they like being able to dress nicely?

6. Show the children pictures of African children.
7. Ask the children to look at the pictures and notice the clothes the children are wearing. Ask them if they can tell why the children are wearing the clothes they are. Give the children clues to draw out observations on weather, celebrations, etc.
8. Look at many pictures of African children and discuss likenesses and differences in the clothing.
9. Lead the children, or help them, come to the realization that the children in the pictures are wearing clothing, even if it does look different, for the same reasons that we wear clothes.

Activity Number 2: Making Adrinka Cloth

Background Information For Teacher To Use With Students:

The Ashanti (uh.shant.ee) people of West Africa (Ghana) make beautiful cloth. One kind of cloth is called kente cloth. It is woven of bright, silk threads. (The teacher might want to share with the students the origin of silk.) It is made into long strips which are then sewn together to make a wrap-around skirt or dress. Each design is given a different name. One that is mostly yellow is called "Gold Dust". The favorite of many Ashanti women is called

"When the King Comes to Accra". There is also a special kente cloth that only the king may wear (Musgrove, 1976).

Another kind of cloth that is made by the Ashanti people of Africa is adrinka cloth. Stamps for printing the material are made from fragments of calabashes, a kind of gourd. There are at least fifty different stamp designs. Some are geometric, such as circles or checks, while others are stylized representations of plants or animals. Some of the designs are symbols that are meant to recall a proverb or saying. For example, the stylized leaf of a fern means fearlessness and independence. The horns of a ram represent strength. A toucan bird with its beak turned backwards means, "Don't forget the past". Dye for stamping the material is made from the bark of a tree.

Additional information on this kind of cloth and examples of adrinka cloth to show the children are included in the book, The African Kings by Mary Coble. See the book list at the end of this section for further information.

Materials needed: - sponge shapes pre-cut by teacher  
- pre-cut rectangles of inexpensive white cotton cloth or muslin (an old sheet can be used)  
- tempera or acrylic paint in shallow pans

NOTE: The teacher may wish to make a completed sample to show the children.

Procedure:

1. Show the children the examples of adrinka cloth from the text. African clothing has already been discussed, so the children should be familiar with the wrap-around style of dress.
2. Show the children the pre-cut shapes. Perhaps, when the clothing is discussed, the children can make up some of their own shapes and give them special meanings. Then, the teacher could make the shapes from sponges. The basic shapes, circle, square, triangle, and rectangle, could be given special meanings
3. At a table covered with newspapers and with the help of an adult, a few children at a time take turns and choose the stamps they wish to use. They dip the sponges lightly in the paint and print the cloth with the pattern they create. (NOTE: It is a good idea for the teacher to demonstrate this procedure.)
4. After the cloth is dry, dress some of the dolls (from the "housekeeping" play area) in the adrinka cloth. Most kindergartens have dolls; some even have black dolls as well as white dolls. If there aren't any, ask some of the little girls to bring theirs from home.

5. Dress the dolls in adrinka cloth the children have made. Give the dolls African names (from some of the stories read during Storytime - see Miscellaneous Activities which follow section on "Houses in Africa") and pretend the dolls are African children who have come to visit an American kindergarten class.

NOTE: This activity will require an entire morning's instructional period or more for completion, depending upon the number of children, their maturity, and the number of adults available to assist.

Houses in Africa

Goal: The children will become familiar with different kinds of houses in Africa.

Activity Number 1: "Everybody Needs A House."

Materials needed: - pictures from all over the world of different dwelling places. Many fine pictures may be found in Kindergarten Keys (See Poster and Picture Sets list at the end of this section.)

Procedure:

1. Display the pictures of dwellings so children can see them easily.
2. Ask the children, one at a time, what kind of house they live in. Let them point to the picture that is closest to the one they live in ... apartment, trailer, house, etc.
3. Ask the children why they live in a house. Why do people need houses? Try and get the children to realize that people live in houses, no matter who they are or where they live in the world, for protection from different kinds of weather.
4. Look at the pictures of the less conventional types of dwellings like igloos and teepees, for example.
5. Ask the children who lives in these dwellings. Why do they live there? What are their houses made of? Why are they made of these materials? Try to get

the children to understand that people make their dwellings from the materials that are plentiful in the environment around them. If the children have studied Indians around Thanksgiving, they may be familiar with this idea.

Activity Number 2: "Homes in Africa"

Materials needed: - pictures of different kinds of dwellings found in Africa. A good book for pictures is In Africa by Marc and Evelyn Bernheim. (Athenium, New York, 1973)

Procedure:

1. Look at the pictures in the book with the children.
2. Discuss the differences between the houses: what they are made of, what they look like, etc.
3. Discuss why the people live in these houses. See if the pictures give any indication of environmental factors that might contribute to these reasons, such as weather, proximity to a river, etc.
4. Help the children see that people all over the world live in houses for the same reasons they do.



Miscellaneous ActivitiesStorytime

Select books from the list at the end of this section of the unit to read to the children during storytime. There are many fine books with lovely pictures from which to choose, books that will help the children understand the life of children in Africa. Many of these stories are stories that African children love to hear.

Right Hands?

The children of the Masai people of Kenya wear jingling bracelets on their right hands. Their parents make the bracelets and fasten them on their babies' right hands to train them to be right-handed.

Children in the classroom can make their own bracelets from bells, beads, buttons - anything that rattles or jingles. They can bring items from home and/or use items the teacher provides. These items can be strung on pipe cleaners, yarn, or elastic. The children can wear them on their left hands to help them learn left-to-right progression, or they can wear them on whichever hand with which they write.

Music

Drums are an important part of African music. Another instrument that came to us from Africa is the

xylophone. Small xylophones are usually part of the musical equipment provided in kindergarten classes. If the class doesn't have one, perhaps a set can be borrowed from the music resource teacher or other classrooms for a short time. After listening to some African music from the list at the end of this section on Africa, the children can use their drums and the xylophones and make some music of their own. They can take turns being musicians and dancers.

### Masks

Masks are an important part of the religious life of many of the peoples of Africa. The masks are made of many materials including wood, gold, and ivory. They are decorated with feathers, gems, seeds, and other natural objects. The children can make their masks from heavy poster board or cardboard. The masks can be any shape and can be decorated with objects such as seeds, dried beans, rice, feathers, macaroni, construction paper, shells, small pebbles - anything the children wish to use. The decorations are attached with Elmer's Glue. String or elastic can be used to tie the mask on the child's head, or the mask can be made to be used as a wall decoration. Many masks from Africa have become valuable objects of art all over the world. The book, The African Kings by Mary Coble has many fine examples to show the children.

African Cooking

Philomel Books, in cooperation with the U.S. Committee for UNICEF, has published a book entitled Many Friends Cooking: An International Cookbook for Boys and Girls.

This beautifully illustrated cookbook has many recipes from Africa. It is written especially for children and has simple and easy to follow directions. There are recipes from thirty-three countries, including five African countries. The following recipe comes from the country of Tanzania in East Africa. It is made of peanuts, called groundnuts in Africa, which are the main ingredient of many African foods.

Groundnut Crunch

Ingredients: 1/4 pound unsalted peanuts  
1/3 cup water  
1/3 cup sugar  
1/2 teaspoon cinnamon

Equipment: chopper or sharp knife  
chopping board  
measuring cups  
measuring spoons  
heavy-bottomed saucepan  
wooden spoon  
waxed paper

How to make:

1. Shell the peanuts and chop them fine.
2. In a heavy-bottomed saucepan, heat the water and the sugar over low heat, stirring continually until the sugar dissolves.

3. Add the peanuts and cinnamon and continue to stir for about three minutes until the sugar turns light brown. Be careful that the mixture doesn't burn.
4. Remove the pan from the heat and let the mixture cool for about ten minutes until it is cool enough to handle, but still soft.
5. Pick up bits of the mixture and roll them into one inch balls. Place on waxed paper until set.

NOTE: This recipe came from Many Friends Cooking: An International Cookbook For Boys And Girls by Terry Touff Cooper and Marilyn Ratner (Philomel Books, New York, 1980, for UNICEF). Order from U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y., 10016. Order #5065 - \$6.00 each.

West African Akuaba Dolls

These dolls are worn by Ashanti women in West Africa. They are tucked in the waist sashes or into pockets. They are used as good luck charms, and the women believe that by wearing them they will have beautiful babies.

These dolls can be made from clay and fired in a kiln. Perhaps the art resource teacher will help with the activity. Three shapes of heads are used when making the dolls. The shapes have different meanings: round for a wise child; oval for a baby girl; and square for a baby boy. The head and neck should be almost one half of the doll's height.

Be sure the neck is long. The arms of the doll should be extended straight out from the shoulders. For exact directions and pictures see Happy Holidays: Activities For Fun and Learning by Ruth White and Alexandra Kusion-Rowe (Rhythms Productions, Los Angeles, Cal., 90034, 1980).

Reference Books

- African-American Institute. African Resources for Schools and Libraries. New York: African-American Institute, 1977.  
Recommended by UNICEF. Free from the African American Institute, Publications Department, 833 United Nations Plaza, New York, N.Y. 10017.
- Arnatt, K. African Myths and Legends.  
For age four and up.
- Bernheim, Mark and Evelyn. African Success Story: The Ivory Coast.
- Bernheim, Mark and Evelyn. A Week in Aya's World: The Ivory Coast.
- Bernheim, Mark and Evelyn. From Bush to City: A Look At the New Africa.
- Bernheim, Mark and Evelyn. In Africa. New York: Athenium, 1973.  
Very good pictures. Good for young children.  
Available at the Webb Library, Jacksonville, Florida.
- Bernheim, Mark and Evelyn. The Drums Speak: The Story of Kofi, a Boy of West Africa.
- Bond, Jean Carey. A is for Africa. New York: Franklin Watts, Inc., 1969.  
Good pictures.
- Coble, Mary, and the Editors of Tree Communications, Inc. The African Kings. Stonehenge Press, Inc., 1983.  
Very fine color pictures of African artifacts.  
Available at the Webb Library, Jacksonville, Florida.
- Caldwell, J.C. and E.F. Our Neighbors in Africa. New York: John Day co., 1961.

- Comins, Jeremy. Getting Started in African Crafts. New York: Bruce, 1971.  
Recommended by UNICEF.
- David, Jay and Harrington, Helise, editors. Growing Up African. New York: Morrow, 1971.  
Recommended by UNICEF.
- Elisofon, Eliot. Zaire - A Week in Joseph's World. New York: Crowell-Collier Press, 1973.  
Good black and white pictures. Available at the Webb Library, Jacksonville, Florida.
- Feelings, Muriel L. Jambo means hello: Swahili Alphabet Book. New York: Dial Press, 1974.  
Excellent. Available at the Webb Library, Jacksonville, Florida.
- Feelings, Muriel L. Moja means one: Swahili Counting Book. New York, Dial Press, 1971.  
Excellent. Available at the Webb Library, Jacksonville, Florida.
- Feelings, Muriel L. Zamani Goes to Market.
- Fosu, Kojo. African Children's Games. Washington, D.C.: By the author, Howard University, P.O.Box 1190, Washington, D.C., 20059, 1978.
- Graham. Song of the Boat.
- Halmi, Robert and Kennedy, Ann. Visit to a Chief's Son: An American Boy's Adventure with an African Tribe. New York: Holt, Rinehart, & Winston, 1963.
- Hawes, The Goat Who Killed the Leopard.
- Hawkins, John N. and Maksik. Teacher's Resource Handbook for African Studies: An Annotated Bibliography of Curriculum Materials Preschool Through Grade Twelve. Los Angeles: African Studies Center, University of California, 1976.  
Recommended by UNICEF.
- Kerina, Jane. African Crafts. New York: Lion Press, 1970.  
For grades two through six. Recommended by UNICEF.

- Kittler, Glenn D. Let's Travel in the Congo. Chicago: Children's Press, Inc., 1965.  
Good color pictures. Available at the Webb Library, Jacksonville, Florida.
- Millen, Nina. Children's Games From Many Lands. New York: Friendship, 1965.  
Recommended by UNICEF.
- Murphey, E. Johnson. Understanding Africa. New York: Thomas Y. Crowell, 1978.
- Musgrove, Margaret. Ashanti to Zulu: African Traditions. New York: Dial Press, 1976.  
Beautiful color illustrations. Caldecott Award in 1977. Available at the Webb Library, Jacksonville, Florida.
- Newman, Thelma R. Contemporary African Arts and Crafts: On-Site Working With Art Forms and Processes. New York: Crown, 1974.  
Recommended by UNICEF.
- Nketia, J.H. Kwabena. Our Drums and Drummers. New York: Panther House, Ltd., P.O.Box 3552, New York, N.Y. 10017, 1970.  
Recommended by UNICEF.
- Pine, Tillie S. and Levine, Joseph. The Africans Knew. New York: McGraw-Hill Book Co., 1967.
- Price, Christine. Dancing Masks of Africa. New York: Charles Scribner's Sons, 1975.  
Recommended by UNICEF.
- Sale, J. Kirk. Land and People of Ghana. Philadelphia: J.B. Lippincott Co., 1963.
- Sutherland, Efua. Playtime in Africa. New York: Athenium, 1962.  
Recommended by UNICEF for grades K-4.
- Wright, Rose. Fun and Festival from Africa. Cincinnati, Friendship, 1967.  
Recommended by UNICEF.



Books For Storytime

- Aardema, Verna, reteller. Half a Ball of Kenki: Ashanti Folklore. New York, Wayne, 1979.
- Aardema, Verna, reteller. Why Mosquitoes Buzz in People's Ears. New York: Dial Press, 1975.  
Very good. Caldecott Medal Winner in 1976.  
Available at the Webb Library, Jacksonville, Florida.
- Abisch, Roslyn Kroop. The Clever Turtle.
- Adoff, Arnold. Ma nDa La.
- Bang, Betsy. The Old Woman and the Red Pumpkin.  
Webb Library, Jacksonville, Florida. Rather long for kindergarten age children.
- Bernstein, Margery and Kobrin, Janet. retellers. The First Morning: an African Myth. New York: Charles Scribner's Sons, 1976.  
Good. Available at the Webb Library, Jacksonville, Florida.
- Bryan, Ashley, reteller and illustrator. Beat the Story - Drum, Pum, Pum. New York: Athenium, 1980.  
Folktales from Africa. Rather long for kindergarten age children. Available at the Webb Library, Jacksonville, Florida.
- Bryan, Ashley. The Ox of the Wonderful Horns and Other African Folktales. New York: Athenium, 1971.  
Rather long for kindergarten age children. Available at the Webb Library, Jacksonville, Florida.
- Cendrars, Blaise. Shadow.  
Very good. Caldecott Medal Winner, 1983.  
Available at the Webb Library, Jacksonville, Florida.
- Dayrell, Ephistone. Why the Sun and Moon Live in the Sky.
- dePaola, Thomas Anthony. Bill and Pete.
- Domanska, Janina. The Tortoise and the Tree.

- Economakis, Olga. Oasis of the Stars.
- Elkin, Benjamin. Such is the Way of the World.
- Fatio, Louise. The Happy Lion in Africa. New York:  
McGraw-Hill, 1954.  
Available at the Webb Library, Jacksonville,  
Florida.
- Greenfield, Elaise. African Dream.
- Haley, Gail Diana Einhart. A Story, a Story.  
Caldecott Medal Winner. Available at the  
Webb Library, Jacksonville, Florida.
- Holding, James. The Lazy Little Zulu.
- Kirn, Ann Minette. The Tale of the Crocodile.
- Laskowski, Jerzy. Master of the Royal Cats.
- Lexau, Jean M. Crocodile and Hen.
- McDermott, Gerald. Anansi the Spider. Landmark Produc-  
tions, Inc., 1972.  
Good. Caldecott Honor Book.
- Pamela. Charity and Grandma. London, Ibadan, Accra: OUP,  
1965.  
Available in this country from Selective  
Educational Equipment, Three Bridge Street,  
Newton, Mass. 02195.  
Recommended by UNICEF. Grades Pre-S through 3.
- Robinson, Adjai. Femi and Old Grandaddi.
- Rose, Anne, reteller. Akimba and the Magic Cow: A Folk-  
tale From Africa. New York: Four Winds  
Press, 1976.  
Good. Available at the Webb Library, Jackson-  
ville, Florida.
- Schatz, Letta. The Extraordinary Tug-of-War.
- Sonneborn, Ruth A. Friday Night is Pappa Night.
- Ward, Leila. I am Eyes; Ni Macho.

Poster and Picture Sets

Nale, N., Creekmore, M., Harris, T.L., and Greenman, M.H.  
Kindergarten Keys Language Development Cards:  
Group A Concept Cards. Oklahoma City, Atlanta,  
and Indianapolis: The Economy Co., 1970.

Society for Visual Education, Inc. Children of Africa  
Picture-Story Study Prints. Society for  
Visual Education, Inc., 1345 Diversey Pkway.,  
Chicago, Illinois.  
Contains large prints for the following coun-  
tries:

1. "Rabi of Nigeria"
2. "Schoolchildren of Ethiopia"
3. "Takuyo, Boy of the Masai"
4. "Maure and Gatora of Rhodesia"

Trend Enterprises, Inc. International Children Poster Set  
(T-775), 1980.  
Has information on Ghana, Kenya, and Egypt  
and other countries of the world. Comes with  
a "Resource Guide". Available at All Florida  
School Supply, Jacksonville, Florida.

United States Committee for UNICEF, UNICEF's Children in  
School. U.S. Committee for UNICEF, 331 East  
38th Street, New York, N.Y. 10016.  
Includes large black and white photographs  
of children around the world, 12 in all,  
children from Africa are included. Order  
#5601 at \$2.00 each. These are good pictures.

United States Committee for UNICEF. Festival Figures.  
Made for UNICEF by the George S. Carrington  
Co. in Massachusetts in 1978.  
Each set of eight are printed on heavy card-  
board, 14" high. The figures are in full-  
color festival attire. They are made so they  
can stand by themselves. The African set  
(#5048) includes figures from Ethiopia, Lesotho,  
Zambia, Ghana, Senegal, Liberia, Tanzania, and  
Madagascar. Order from UNICEF, 331 East 38th  
Street, New York, N.Y. 10016. Sets are \$3.00  
each. They are very nice. Each figure has  
a description on the back.

Audio - Visual Materials

Encyclopedia Britannica Films, Inc. Africa - Sahara to Capetown.

This is a set of six filmstrips. There are no cassettes. There are captions at the bottom of each frame which must be read. The material in these filmstrips is too advanced for kindergarten age children, but they can still be used. The captions can be paraphrased and the pictures discussed. The titles of the filmstrips are listed below:

1. "The Bantu in South Africa"
2. "Highlands in Kenya"
3. "Life Along the Congo River"
4. "Life Along the Nile"
5. "Oasis in Libya"
6. "Contrasts in Nigeria"

McLaughlin, Roberta, and Wood, Lucile. Sing A Song of People. Glendale, California: Bowmar, 1973.

Subjects in this large curriculum resource unit include Community and Community Helpers, Consideration for People, Animals, Birds, Family, Holidays, Farming, Seasons, Safety, and Transportation. Countries and peoples include Africa, Eskimos, Hawaii, Holland, Mexico, Indians, and Japan. There are felt cut-outs, storybooks, records, filmstrips and cassettes, and a Teacher's Guide. This kit is located in the University of North Florida Curriculum Library, Jacksonville, Florida.

U.S. Committee for UNICEF. Kwadwo of Ghana: Life in Kwadwo's Village. New York: UNICEF.

Available in two color slide sets.

20 slides with a script is \$4.00

30 slides with a script and additional material for classroom use is \$7.00. #5403

Order from UNICEF, 331 E. 38th Street, New York, N.Y. 10016

CMS Records, Inc. Hi Neighbor - Songs of Brazil, Ghana, Israel, Japan, and Turkey. New York: UNICEF Record # 2 from CMS Records, Inc., 14 Warren Street, New York, N.Y. 10007

Courlander, Harold, narrator. Ashanti Folktales from Ghana. Englewood Cliffs, New Jersey: Folkways Records, 1966.  
This record (#7710) is distributed by Scholastic Records, 906 Sylvan Ave., Englewood Cliffs, New Jersey 07632.  
Includes stories about Anansi the Spider.

Courlander, Harold, narrator. Folk Tales from West Africa. Englewood Cliffs, New Jersey: Folkways Records, 1959.  
Record # FC 7103

Kenkins, Ella. Jambo and Other Call and Response Songs and Chants. New York: Folkways Records and Service Corp., 1974.  
Includes the songs "Jambo" and "Counting in Swahili"  
Record #FC 7661 from Folkways Records and Service Corp., 43 W. 61st, New York, N.Y. 10023

Nzomo, D. and Chorus. Children's Songs from Kenya. New York: Folkways Records, 1975.  
Record # 7852. The songs are in African.

Parker, Bertha, narrator. African Folktales, Volumes 1 and 2. New York: CMS Records, Inc., 1968.  
Includes the following stories:  
1. "Umusha Mwaice"- a Cinderella type story, a good account of tribal life.  
2. "Hunter and Elephant - How Beans Came to Have a Black Spot on Them"

Schulwerk, Dr. W.K. Amaoku Orff. African Songs and Rhythms For Children. New York: Folkways Records, 1978.  
Record # 7844.

Miscellaneous Resources

Highland Park College Press. African Art Coloring Book: Line Drawings of Art Objects From Ghana, Gabon, The Ivory Coast, Mali, Dahomey, The Congo, Cameroun, Nigeria, Liberia, Sudan, and Ethiopian Africa. Highland Park, Michigan, 1971.  
Recommended by UNICEF.

Information Center on Children's Cultures: A Service of the U.S. Committee for UNICEF. Write to them at 331 East 38th Street, New York, N.Y. 10016.  
The Information Center provides lengthy lists of recommended books and films which answer the basic questions that relate to childhood in different countries. They are sent free of charge (for single copies). They cover general informational topics, such as arts and crafts, Holidays, etc. on individual countries.

Jacksonville Museum of Arts and Sciences. "Muse Boxes". These boxes contain artifacts for the children to handle. There is a box of artifacts from Africa. Contact Karen Simrell at the Museum in Jacksonville, Florida at 796-7062 or 796-7063. The rental fee is \$15.00 per week.

White, Ruth, and Kusion-Rowe, Alexandra. Happy Holidays: Activities for Fun and Learning. Los Angeles, California 90034: Rhythms Productions, 1980.

## Japan

### Communication in Japan

Goal: The children will become familiar with Japanese forms of communication in speaking and writing.

#### Activity Number 1: Speaking Japanese

##### Background Information For The Teacher To Use With Students:

The Japanese are a very polite people and politeness is a very important social custom. It is a way to maintain and preserve order in a small, crowded country. When you meet a Japanese person for the first time, he/she will bow to you instead of shaking hands. In Japan the word san means "Mr.", "Mrs.", or "Miss." Mr. Suzuki and Mrs. Suzuki are both called Suzuki-San. If your name is Mrs. Smith, you would be Smith-San. The word chan turns a child's name into a pet name. We say Johnny for John, or Jenny for Jennifer. If your name was Sumiko, your family would call you Suni-chan.

Materials needed: - chart paper with Japanese words, pronunciations (if available), and meanings written out to assist the teacher.

##### Procedure:

1. By this time, if another country has been studied, the children should be familiar with the idea that people speak differently in different countries. However,

as a way to get started, the children could be asked to recall how something is said in the country they have studied. For example, "What do we say when someone gives us something?" ("Thank you.") "Do you remember how the children in Africa said "Thank you?" "How about Mexico?"

2. After a few questions like this, introduce the children to the Japanese language by asking them if they would like to know how children in Japan say "Thank you.", or some other phrase.
3. Perhaps the children will remember some of the other foreign words and phrases they have learned and will ask to learn them in Japanese.
4. Go through the words on the chart with the children. (A list of Japanese words will be provided at the end of this activity.)
5. Refer to the chart often, and perhaps write the word on the board in several languages so the children can see what the words look like.
6. Use these words throughout the week . Perhaps the children could use the Japanese form for saying the teacher's name and the class could discuss how to use the "pet name" form for their names. James would be "Jimmy-chan", Matthew would be "Matt-chan", and Christine would be "Christy-chan".



- konnichi-wa (kon.ni.chi.wa) "Good afternoon," "Hello"  
Irrashai-mase (ee.rah.shai.maseh) "Welcome" - When some-  
one is coming to your house.  
ohayo (oh.hye.oh) "Good Morning"  
konbanwa (kon.ban.wa) "Good evening."  
dozo (doh.zoh) "Please."  
arigato (ah.ree.gah.toh) "Thank you."  
otō-san (oh.tōh.san) literally "Mr. Papa". The children  
in Japan are very respectful to their parents.  
oka-san (oh.kah.san) literally "Mrs. Mama"  
Itadaki-masu (ee-tah-dahkee-mahs) "I will receive with  
thanks." One says this when one is served  
something at dinner.  
Gochiso-sama (go.chiso.sah.mah) "Thank you very much for  
the nice meal."  
Sayonara (sayo.nah.rah) "Goodbye."  
basu - bus  
cha - tea (This word is really Chinese, but it was taken  
into the Japanese language.)  
pan - bread (This word was adopted also - from Spanish.  
It means bread.)

baisu-boro - baseball (a very popular sport in Japan)  
tama - ball (mari also means ball)  
mushi - means bug and worm  
bata - butter  
ka.shi - cake  
nako - cat  
inu - dog  
nin-gyo - doll  
mimi - ear  
me - eye  
kin.gyo - goldfish  
sakana - fish, as food  
uo - general word for fish  
tomodachi - friend  
voroshii - good  
ke - hair  
bō,shi - hat  
yō.chi.en - kindergarden  
chō.chin - lantern  
hana - flower  
moro - mud  
saru - monkey  
cha-wan - teacup  
cha-kei - tea party  
kyō-shi - teacher  
sen-sei - title of respect for the teacher  
omacha - toy

These words were included because they may be used later in this unit on Japan. Some of the words were chosen because they are words that have to do with subjects that might interest children.

Two more words will be discussed briefly. The Japanese do not call their land "Japan"; they call it Nippon, "Land of the Rising Sun". "Yo,erai zo!" means "Bravo!" or "Well done!" This phrase could be written on the children's papers when they do good work, with the translation for parents.

Activity Number 2: Counting To Ten In Japanese

Materials needed: - chart paper with numbers 1 10  
with corresponding Japanese word  
written by them. Draw the correct  
number of pictures by each number  
and word.

Procedure:

1. When it is time to practice counting from one to ten, or in some schools, from one to twenty, ask the children if they would like to learn to count to ten in Japanese. They already know how to count to ten in Swahili.
2. Emphasize that children all over the world learn to count to ten (and higher) when they are in school, but different words are used in different countries.
3. Practice whenever there is an extra minute of time during the day all through the week.

Following is a list of the Japanese words for the numbers one through ten.

- 1 ichi
- 2 ni
- 3 san
- 4 yon or shi
- 5 go
- 6 roku
- 7 nana or shichi
- 8 hachi
- 9 kyū or kū
- 10 jū

Activity Number 3: The Days of the Week in Japanese

Materials needed: - chart paper with the days of the week  
written in English and Japanese

Procedure:

1. The procedure for this lesson is essentially the same  
as the procedure for the lesson on counting to ten in  
Japanese.

Following are the words for the days of the week in Japanese:

Sunday	Nichiyóbi	
Monday	Getsuyóbi	(Moon Day)
Tuesday	Kayóbi	(Mars Day or fire day)
Wednesday	Suiyóbi	(Mercury Day or water day)
Thursday	Mokuyóbi	(Jupiter Day or wood day)
Friday	Kinyóbi	(Venus Day or metal day)
Saturday	Doyóbi	(Saturn Day or earth day)

NOTE: "yóbi" means "light day".

Activity Number 4: A Japanese Letter

Background Information For The Teacher To Use With Students:

The Japanese people write very differently than Americans and other Westerners. The Japanese style is still used for most books and newspapers. However, as Japan becomes more and more westernized, the style is changing, too. The Japanese write from the top of the page to the bottom. They begin on the right side of the paper and go to the left. Sometimes, the changes cause confusion, but the Japanese are very adaptable in many areas of their life. There are three ways of writing signs currently being used in Japan: from left to right in one line; from right to left in one line; and, from top to bottom. Here are some examples:

McDonald's	s'ldanoDcM	M
		c
		D
		o
		n
		a
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		d
		,
		s

It is easy to see how people can be confused or amused as they try to read the signs on the stores in Japan.

Materials needed: - chart paper with a sample of a letter from a Japanese child to a child in America (There is an example at the end of this activity.)  
- a Japanese doll, and/or  
- a picture of a Japanese child  
- a book with examples of Japanese writing, and/or  
- a large piece of white or manila construction paper (12" X 18") with an English word, the Japanese symbol for that word, and a picture, either drawn or cut from a magazine, of that word.  
Example:

tree 

Procedure:

1. This activity can be used with the children later in the week after they have been introduced to, and have had time to assimilate, some of the new information about Japan.
2. Introduce the children to the doll. Her name is Hanako, which means "flower", and she is from Japan. Names of seasons and flowers are popular girls' names in Japan. A little boy doll can be Tasuro, which means dragon. If dolls are not available, use pictures of Japanese children. If the names of the children in the pictures are provided, use them and give the children any other information available to make the children in the pictures more "real" to the children in the class. A list of Japanese boys' and girls' names has been provided at the end of this activity. Perhaps the class

can make up their own Japanese child as they learn more about life in Japan.

3. Tell the children that they are going to write a letter to their friend in Japan. As they tell you what to say, write it on the chart paper. Write it the way Westerners write - left to right, on one line. Keep the letter short.
4. Read the letter to the children. Stress the direction, left to right. Ask them if they like it. Ask them if they want to send it. When they say "yes", explain to them that this is the way we write in America, but a Japanese child would write a letter differently from an American child.
5. Show the children a book with Japanese letters and the chart with the English words, Japanese characters, and pictures on it.

NOTE: The following information is for the teacher. Parts or all of it may be shared with the students.

The Japanese language is very difficult. There is much for the Japanese children to learn before they can read or write. The Japanese characters came from the Chinese written language which included over three thousand characters. The Japanese simplified these characters. There is a character to stand for each Japanese sound.

There is a group of syllables for Japanese words and a group for foreign words. The children learn the syllables before they learn the written characters that stand for those syllables. Simple characters have from two to four strokes; the harder ones have as many as fifteen or more. And, each character can have more than one meaning depending on how it is used. It is difficult to learn to write in Japanese. Besides learning Japanese, many children in Japan learn to read, write, and speak English, too. Children in Japan learn to write with a brush and black ink. They are very proud of their writing and are very neat. For ordinary writing, the children use a pencil.

6. Explain to the children how the Japanese write their words on a page: top to bottom, right to left. Tell them their penpal friend wrote them a letter.
7. Ask them if they would like to see it. Then, show them the "letter" you have written in the Japanese style of writing. (Suggestion: UNICEF provides a list of organizations which arrange for "Pen Pals" between children in different countries. They also have a guide of "Helpful Hints" for writing to a child in another country. Perhaps, after the class has studied all of the countries, or just one, they might like to select one of the countries studied, or a new



country, and exchange letters with a school class in that country.) If this suggestion is implemented, it would be best to complete this unit early in the school year, so the children will have plenty of time to write and receive letters.

8. Read the letter (on the chart paper) to the children, pointing to the words as you read. Emphasize the direction of the writing.
9. Compare the two letters and ask the children if they can see what is different and alike about them.

Following are examples of an envelope and a letter as they would be written in Japan:

Envelope:   U.S.A.  
              Florida  
              Jacksonville  
              Main Street 000  
              Miss Jane Doe's Kindergarten Class

The sample letter, on the following page, is based on an example in The Picture Story of Japan by Rachel Carr (David McKay Company, Inc., New York, 1962) page 57.

T	l	a	y	w	l	T
o	9	r	o	e	e	h
M	8	e	u	r	t	a
i	4	v	r	l	e	n
s	s	e	c	i	r	k
s	e	r	o	k	s	y
D	c	y	u	e	s	o
o	o	p	n	r	a	u
e	n	r	t	e	n	f
'	d	e	r	a	d	o
s	m	t	y	d	i	r
c	o	.	T	i	n	y
l	n	T	h	g	h	o
a	t	h	e	a	s	u
s	h	.	s	b	t	r
	f	S	t	o	a	n
Y	i	a	a	m	p	i
o	r	y	s	p	.	c
r	s	a				e
f	d	a				
r	a	r				
i	y	a				
e						
n						
d						
s						

This is the way a Japanese letter would look. Read it from the top to the bottom, from the right to the left. Below is a list of names for boys and girls in Japan. In Japan, the family name, our "last" name, comes first, then the personal name, our "first" name. In Japan a little boy would be Matsumoto Toshiko. Matsumoto is the family name.

Girls' names:	Yuriko	means lily
	Matsuko	means pine
	Hanako	means flower, "pet name" is Hana-chan
	Haruko	means spring
	Yukiko	means snow

Girls' names continued: The translation for these names was not available.

Sumiko "pet name" is Sumi-chan  
Toshiko  
Sadako  
Noriko  
Kumiko  
Kana

Boys' names: Some of the names have the translation; the translation for the others was not available.

Ichiro means first son  
Jiro means second son  
Yoshi "pet name" is Yot-chan  
Taro also means first son  
Saburo means third son  
Tatsuro means dragon  
Takeshi means brave  
Akira means bright  
Hiroshi  
Junichi  
Tomo  
Yukio  
Kuzo  
Kiyoi

If the children would like to pick a Japanese name to use during their study of Japan, they could choose from these names. Other names might be found in the stories used for story time.

### Clothing in Japan

Goal: The children will become familiar with articles of clothing worn in Japan.

Background Information For The Teacher To Use With Students:

Japan is changing. It is becoming more and more westernized. But, in many cases, the new and the old Japan exist together. This is true in the way Japanese people dress. Many people wear western style suits and dresses to work; the children wear western style clothing to school. But in their homes, many Japanese people still wear the traditional Japanese style clothing. Women and little girls wear the kimono. The kimono is a robe with long, wide sleeves. The kimono is held in place by a wide sash called an obi that is tied with a very large butterfly bow in the back. Little girls wear gay colors and large flower prints; grown women wear kimonos of more subtle colors. Formal kimonos for special occasions are made of silk which comes from silk worms that are raised in Japan. Boys wear kimonos also, but theirs are shorter and tied with a narrow obi without the elaborate bow. On holidays and special occasions, a Japanese boy and man may wear a formal kimono with a long divided skirt called a hakama.

Japanese people do not wear shoes with their kimonos. They have special sandals called zori and wooden clogs

called geta that they wear with special socks. The socks are white or dark and are like mittens with a special section for the big toe and another section for the rest of the toes. These socks are thicker than regular socks and are called tabi. Party sandals are made of brocade or silk and are bright colors. Geta can also be bright colors. On rainy days, these clogs, which are like little platforms two or three inches high, will keep a Japanese child's feet out of the water.

Activity Number 1: Learning About Japanese Clothes

Materials needed:

- Japanese dolls (if available) Survey parents to see if they have Japanese dolls to share with the class.
- pictures of children in Japanese clothing
- filmstrip Japanese Children

Procedure:

1. Put the dolls in the classroom where the children can see them. Encourage the children to handle the dolls carefully, if they aren't borrowed.
2. Place the pictures where the children can see them.
3. Ask the children if they would like to wear clothes like this when they go to parties, weddings, and other special occasions.
4. Tell the children that this is what Japanese children wear when they dress for parties and other special events.

5. Discuss the different parts of the clothes, the obi, etc., and the difference between the boys' and the girls' clothing.
6. Show the children pictures of Japanese children going to school. Explain to the children that many children in Japan, and grownups too, wear western style clothes when they go to school or work. When they are home or go somewhere special they wear their traditional Japanese clothing.
7. Follow up this discussion with the filmstrip, Japanese Children , which is listed in the Audio-Visual Resource List at the end of this section of the unit.

Activity Number 2: "Socks"

Materials needed: - each child will need to bring one pair of heavy socks from home that they are allowed to get dirty. Send a note home to parents a few days before this activity requesting the socks and explaining the activity.

Procedure:

1. When the children come to school, greet the children with the word Konnichi-wa (Hello). Invite them to come in but ask them to please remove their shoes first and put on their heavy socks. If it is cold outside, say Hello to the children and ask them to remove their shoes and put on their socks in the classroom where it is warm.

2. Let the children wear their socks in the classroom.

Be sure to allow extra time for putting shoes back on before going to lunch, the Library, P.E., and home.

Activity Number 3: An Obi For Everyone

Materials needed: - bulletin board paper cut in the shape of an obi, wide for the girls, narrow for the boys  
- big "bows" made from construction paper for the back of each girl's obi  
- narrow strips of plain cloth or yarn if cloth isn't available

Procedure:

1. The teacher should have an obi cut out of the bulletin board paper before the children begin the activity. They should be narrow for the boys and wide for the girls. They could be in several colors to give the children a choice. If desired, the "bow" could be printed with a ditto master on several shades of construction paper. Each girl could choose her bow and cut it out. The obi should be long enough to go around the child's waist; extra length can be cut off.
2. Have the children decorate their obi with crayons.
3. Put the obi around the child's waist and fasten it in the back with a stapler. The girls' bows are attached to the back of the obi with a stapler. The boys' obi can be stapled in the back, or string or narrow strips of cloth can be attached to the ends

of the obi and then tied in the back with a plain knot or simple bow.

Activity Number 4: Fans

Background Information For The Teacher To Use With Students:

Fans are an important accessory in Japanese clothing. The fans are very beautifully made of handpainted silk. The art of creating lovely fans is an ancient one, and it is still practiced today. The fan is also a very important and very expressive prop in many Japanese dramas. Men and women use fans.

Materials needed: - construction paper or white drawing paper  
- crayons or water colors, or water-based magic markers  
- examples of fans, either pictures or real fans

Procedure:

1. Fans are easily made from paper. Many of the children will probably already know how to fold the paper back and forth. Show the children the examples of fans. Be sure to point out the picture or design on the fan.
2. Give each child a piece of paper - colored or plain. Have them draw a picture on the fan. Stress the importance of covering most of the paper with the drawing.
3. Demonstrate how to make a fan to the children. Have a picture already drawn on your "fan". Then show the



children how to fold the paper to make a fan.

4. When the children are finished with their drawing,  
help the children fold their fans, if they want help.
5. Have the children use their fans the day they wear  
their socks and their obi.

Houses in Japan

Goal: The children will become familiar with the design and furniture of Japanese homes.

Background Information For The Teacher To Use With Students:

Japan is smaller than California and is very crowded. Houses are small and close together. Some homes in Japan are homes for large, extended families. Japanese homes are built in a unique fashion. The walls inside the house are not really walls, but are paper panels, called fusuma, that slide open and shut to create rooms. The children in a Japanese home are taught very early to be polite to one another. They are not allowed to fight with one another. If they were to fight or play too roughly in the house, they might go right through the wall.

The floors of the houses in Japan are covered by a straw-colored rush matting called tatami. People in Japan take off their shoes before they enter their homes for shoes would destroy this matting. They wear special socks rather than shoes in the house.

Many Japanese homes are surrounded by walls because the Japanese people value privacy. The house has a hallway that surrounds the house. The roof comes out way over the edge of the house to protect it from rain. Heavy shutters are put up in the winter. Many Japanese homes

have lovely, well-planned gardens. Every rock, tree, and bush is carefully placed to create a serene, peaceful atmosphere. The Japanese people love nature and take care of the natural beauty of their country. They are very fond of flowers.

Japanese homes contain very little furniture and most of it is low to the floor. There are no chairs and cushions called zabuton are used instead. Everything is stored in closets. The houses look very bare to Westerners, but the Japanese appreciate simple beauty. Each home has a special alcove called a tokonoma. It is a place of honor in every home. Usually there is a lovely flower arrangement displayed on a small low table or shelf and a favorite wall hanging or picture hangs above it on the wall. The flowers and wall hangings in the tokonoma are changed often, but only one picture is shown at a time even though the family might own more.

Japanese homes have a special fireplace called a kotatsu. It is built below the floor level and uses a special wood for fuel. This wood is treated so it gives heat, but burns without a flame. On cold days the family sits around the fireplace and shares a large quilt to keep warm. This is the center of the home where the family eats their meals and spends their time together.

As Japan becomes more and more westernized, many Japanese homes have modern heating.

During the day the fusuma, the sliding doors, are open to create a large room, but when it is time to go to bed, the doors can slide shut to make rooms. The futon, padded sleeping quilts, are taken from the closet and laid on the tatami matting. Pillows are usually small and quite hard. In the morning everything is folded up and put back in the closets. Clothes are not hung in closets, but are folded neatly and put in cupboards.

A Japanese bathroom is different from ours. The floor has wooden slats to allow water to drain away. The bathtub is tall and narrow and made of wood. There are little stools on the floor. Before getting into the bathtub, Japanese people sit on the stool and pour hot water all over themselves. Then they get in the tub and soak for a few minutes. After soaking, they get out of the tub and wash with soap and water. They rinse off by pouring more hot water on themselves. Then they get back into the tub and relax for a while. In some Japanese homes the family cannot afford to use a lot of hot water. Everyone shares the same tub, so it is important to be clean before you get into the tub.

Many Japanese homes have one room for foreign visitors. It has regular western-style furniture with chairs,

a sofa, beds, and chests of drawers. These rooms are used to entertain visitors who may not be accustomed to kneeling or sitting on the floor to eat.

Activity Number 1: Design and Furniture

Materials needed: - pictures from books or magazines of Japanese homes

Procedure:

1. If possible, show the children a picture of a Japanese room without any furniture.
2. Tell the children this is a room in a Japanese house. This is what we would call the living room. Ask the children how this living room is different from their living rooms. Hopefully, the children will ask where all the furniture is. Where are all the chairs and the sofa?
3. When the children start asking questions, show them other pictures of Japanese homes with the furniture common to most homes. Explain the use of different pieces of furniture, how the walls work to make more rooms, how the beds are stored, etc.
4. As the discussion of the Japanese home progresses, help the children see the similarities in their homes and the Japanese homes, even though they appear to be so different. There can be separate rooms; there is a way the house is heated; there is a bathroom and bathtub;

there are objects to sit on and sleep on; and there are tables. Stress the similarities.

Activity Number 2: A Japanese Table

Materials: - two cinder blocks (donated from parents or purchased at a lumber yard for between 75¢ and a \$1.00 each)  
- one long board  
- pillows from home. Each child will need one. Write the child's name on a piece of tape and put the tape on the child's pillow.

Procedure:

1. Make a "table" from the bricks and the board. If it sags in the middle when the children lean on it, stack up some books and put them under the middle of the board. If your class has a carpet, put the table on the carpet so the children's pillows won't get dirty on the floor.
2. During work time, let the children bring their pillows, crayons, and papers, a few at a time, and sit on the floor the way the Japanese children do their school work.
3. After everyone has had a turn, ask the children if they would like to do their school work like this all the time.
4. Leave the "table" up somewhere in the room, perhaps still on the rug. Put some books on the table and invite the children to bring their pillows over to the table during free play to look at books or to color.

Activity Number 3: Pillows and Stories

Materials needed: - a Japanese story (See "Books for Storytime" Resource List at the end of this section of the unit.)  
- pillows for the students and the teacher

Procedure:

1. When it is Storytime, have the children sit on their pillows the way Japanese people do - kneeling with their feet tucked under them. This might be uncomfortable for the children and the teacher, so that is why it would be best to read a story that is short in length.
2. Read the story while the teacher and the children are sitting on the pillows. When the story is finished, ask the children if they liked sitting the way they were. Could they sit that way for a long time, like Japanese people do?

Special Days in Japan

Goal: The children will become familiar with several festivals and customs of the Japanese people.

Background Information For The Teacher To Use With Students:

New Year's Day - January 1

The Japanese celebrate New Year's the same day we do in the United States - January 1st. Before the New Year comes, many things have to be accomplished. Homes are thoroughly cleaned, the old brooms are thrown out, and new ones are purchased and decorated with red and white strings. Then they are put away, for no sweeping is done during the New Year's celebrations because the Good Luck gods might be disturbed. All debts are paid, new clothes are purchased in addition to other things that are needed to start a new year off right.

Homes are decorated with bamboo and pine which symbolize strength, devotion, and faithfulness. Noodles, or soba, are eaten as the last meal of the old year. The special dish for the New Year is called toshi-koshi soba; it means "crossing the old year into the new". The children's favorite rice cakes, mochi, are a special part of the meal.

As part of the New Year's celebration, families dress in their best kimonos, go to the shrines and temples, pray



for a good new year, and wait to hear the priests ring the temple bells 108 times to banish the 108 evil thoughts that people have. Friends and families exchange gifts and greet one another with the saying "ake-mashite-omedeto gozaimasu", "Happy New Year". There is a special parade by the men of the fire brigade, who are skilled acrobats; they have practiced all year. The children play favorite games: karuta, a card game, and hanetsuki, a game of shuttlecock and battledore, which is like our game of badminton. Boys enjoy flying their new kites.

#### Girls' Day - March 3

This festival is also called the "Festival of the Dolls" or the "Peach Festival". On this day, all the family dolls are brought out and carefully arranged on shelves. The Emperor and Empress dolls are on the top shelf, and the courtiers and servants are arranged on the lower shelves. The lower shelf is for doll-sized dishes to hold the special food for Dolls' Day. Peach blossoms, which are a symbol of beauty, are arranged on the sides of the shelves. Little girls dress in their best kimonos and go to visit their friends and admire their dolls.

#### Boys' Day - May 5

This festival is also called Children's Day or the Iris Festival, but it is really for boys. The iris leaf

is a symbol of courage and strength because its leaf looks like a sword. Iris leaves are put in the boys' bath water so they will become strong and brave. Boys have dolls displayed for them, too, but all the dolls are warriors, national heroes, or characters from legends or plays.

The carp also stands for courage and for strength. It is like the salmon in that it must swim upstream to lay its eggs. On Children's Day every family that has a boy flies a carp made of paper or cloth from tall bamboo poles - one carp for each boy in the family. Favorite heroes for this day are Kintaro, the Golden Boy, who was King of the Forest, and Momotaro, the Peach Boy, who fought wicked giants.

#### Shichi-go-san Day - November 15

This is another special children's day which means seven-five-three. This day is for boys who are three and five, and girls who are three and seven. When the boys are five, they receive their first hakama which is a divided skirt that a Japanese man wears over his formal kimono for very special occasions. When little girls are seven, they receive their first obi, the wide sash that ties their kimono. Before they are seven, they have to wear a narrow cord. On this special day the whole family goes to the shrine to pray for the well-being of the children and then friends come to visit and share favorite foods.

### Flower Festivals

The Japanese people love flowers. There are many flower festivals: The Plum Festival in February and March; the Iris Festival in May; the Locust Festival in August; and the Chrysanthemum Festival in October and November. The chrysanthemum is the imperial crest of Japan. The Cherry Blossom Festival is in April. Families go on picnics and enjoy the parks where the cherry trees are in full bloom. Years ago, the Japanese people gave the people in the United States two thousand cherry trees. The trees bloom every spring in Potomac Park in Washington, D.C.

### Moon Festival - September

Many people in Japan celebrate the Festival of the Moon when the moon is full in September. In America, we speak of the man in the moon, but in Japan, the children learn about the rabbit in the moon who keeps pounding rice in a large bowl. He uses this rice to make the rice cakes, which the children in Japan love to eat.

### Festival of the Lanterns - July

Many people in Japan believe that their ancestors who have died can still influence the family. These ancestors return once a year in July to visit their families. The Festival of Lanterns is a special time of happiness and feasting in Japan. Drums and ancient instruments provide

music for dancing. It is hot in July so everyone wears cotton printed kimonos called yukata. When it is time for the family spirits to go back to the Land Beyond, the people light up their houses and streets so the spirits will find their way to the special straw boats that are lit with bright lanterns and filled with offerings of food and incense. The boats are strung with many tiny lanterns. These boats will light the spirits' way back to the Land Beyond.

These special Japanese days provide ideas for many activities with the children. Some ideas to use in the classroom are given below.

Activity Number 1: Children's Day - May 5th - Dolls and Tea

In Japan, Girls' Day has begun to be celebrated on May 5th which is called Children's Day as well as Boys' Day. On this day, the little girls can be encouraged to bring their dolls and tea sets to school to have a tea party with their dolls and friends. Perhaps a parent would volunteer to send some cookies or cupcakes for a party. The class could use the tea sets and have some cold tea to drink. There are decaffeinated tea bags available in the stores.

Activity Number 2: Children's Day - Flying Carp

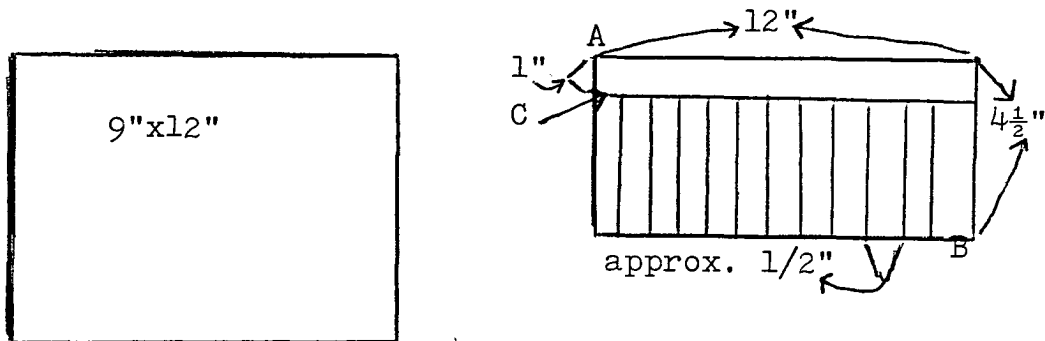
The same day that the girls bring their dolls, the boys in the class can make a carp picture. These pictures

can be put in the window of the classroom so that they face the outside. This way everyone who walks by will know how many boys are in the classroom. The teacher can make a ditto master of a fish for the boys to color, or the boys can look at pictures of carp, draw them free hand, and then cut them out. These fish can also be stuffed if the outline of the fish is traced on the fold of a folded piece of construction paper. The boys carefully cut on the lines and then color the fish on both sides. The teacher and some volunteers need to help with the stuffing. The sides of the fish are stapled together leaving an opening so some newspaper can be crumpled up and stuffed between the layers of fish. Then the opening can be stapled shut. If there are enough rulers in the classroom for every boy to have one, the fish can be hung from the rulers with tape and string. Perhaps a parent can donate some inexpensive dowel rods, and the boys can put their fish on a rod. At the end of the day, the boys can take the whole project home with them, or they can be displayed in the classroom for several days. If rulers are used, they should be kept in the classroom; the fish go home, the rulers stay.

Activity Number 3: Lanterns for the Festival of the Lanterns

This activity can be used after the children have learned about some of the Japanese festivals, or it can

be used as an art project. Many people in America use party lanterns when they entertain. The children can make lanterns to decorate for their Children's Day party.



Procedure:

1. Take a 9" x 12" piece of construction paper and fold it in half (like the picture on the right above).
2. Draw a line one inch from the open edges (A) of the paper, (C) in the figure.
3. Draw lines approximately  $1/2$ " apart from the fold (B) to the line (C).
4. The teacher or volunteers must do this before the students begin. Use different colors of construction paper.
5. The children may choose which color lantern they wish to make. They will cut on the lines, carefully, from the folded edge (B) to the line (C). Be sure to stress the importance of stopping at the line. It is a good idea to make a lantern and let the children watch to see how it is done.
6. When the children are finished cutting, open the paper

and staple the lantern together at the top and the bottom, overlapping the edges a little.

7. Use 9" x 1" strips of black construction paper for the handle of the lantern. Staple to the top of the lantern.

Activity Number 4: A Class Kite for Children's Day - May 5

Use one of the books in the Resource List at the end of this section of the unit to make a class kite for Children's Day. The kites in these books are REALLY kites that will fly. The book, Create, by Mary E. Platts has a pattern for an easy kite on pages 132-134. This book is one of the SPICE series from Educational Service, Inc., P.O. Box 219, Stevensville, Michigan 49127. It should be available from All Florida School Supply Store in Jacksonville, Florida.

Activity Number 5: Flower Festivals

The many flower festivals give many opportunities for art projects involving flowers. For every one of these flower festivals, flowers can be made to fill the room with color as they decorate the walls. Flowers can be made in many artistic media. They can be painted; they can be drawn and colored; they can be made from construction paper or tissue paper. They can be made three-dimensional by folding and cutting construction paper. They could then be put in vases and placed on tables in the classroom. Some of the flowers could be used to demonstrate Japanese flower arranging.

Food in Japan

Goal: The children will become familiar with the foods eaten in Japan.

Background Information For The Teacher To Use With Students:

Fish, vegetables, rice, and tea are important parts of the Japanese diet. Japan is a small country of islands. It is very mountainous with only one-sixth of the country able to grow food. The farmers in Japan work very hard to raise the rice their countrymen eat. That is why, although it is polite to have a second helping of rice with your dinner, it is very important not to leave a single grain in your bowl; because people have worked hard.

One of the most popular meals in Japan is tempura. This is made from small, bite-sized pieces of fish and vegetables that have been dipped in a light batter and fried. It is served with boiled rice and hot tea. A recipe for tempura is included in this section of the unit.

The Japanese people use chopsticks, called hashi in Japanese, instead of knives and forks. All the food is cut up into little pieces in the kitchen before it is brought in and cooked over the hibachi. Tea cups in Japan do not have handles. When eating your rice, you pick up your bowl in the left hand and eat with your chopsticks in your right hand.



The following recipe can be made in the classroom, but requires much supervision and volunteer help. If tempura is not made, perhaps the children would enjoy trying to eat rice with chopsticks and drinking tea. Check the Yellow Pages of the phone book for Oriental Food Stores that might have inexpensive chopsticks for sale, or call the local Japanese restaurants and ask if they would like to donate some of the inexpensive chopsticks they use.

Activity Number 1: Vegetable Tempura

Serves 4 to 6

Equipment:

paring knife	kitchen tongs
mixing bowl	slotted spoon or strainer
measuring cups	paper towels
mixing spoons	oven mitts
frying pan or deep fat fryer	

Ingredients:

1/2 pound of fresh vegetables for each person for a main course.

Choose from any of the following vegetables and cut them into bite-sized pieces: carrots, celery, eggplant, beans, mushrooms, squash, green pepper, cucumber, broccoli, cauliflower, and parsley.

NOTE: Bananas can be used also.

Dipping Sauce:

1 cup soy sauce or 1 cup Japanese dashi (fish stock) boiled with 1/4 cup soy sauce. Let cool before serving.

Tempura Batter:

The batter should be so thin that the color of the vegetables shows through. For the batter, you will need:

2 eggs  
1 cup ice water  
3/4 cup flour

The oil:

The vegetable oil for frying should be at least 1 1/2 inches deep. The oil should be heated to 300 degrees F. The oil is ready when a drop of the batter sinks to the bottom and quickly floats back to the surface.

How to make:

1. Wash and slice all the vegetables.
2. Prepare the batter by mixing the eggs, ice water, and flour. Stir only until blended. If you stir too much, the batter will become sticky.
3. Dip the vegetables in the batter.
4. Pick up the batter-dipped vegetables with the tongs and put them carefully in the heated oil. Don't put too many pieces in the pan. Fry for one or two minutes. Remove the cooked vegetables with the tongs or slotted spoon. Put on the paper towels to drain.
5. Keep frying the vegetables. Remove any bits of vegetables or batter from the oil. Serve immediately. Everyone should have a small bowl of the dipping sauce. Pick up the tempura and dip it in the sauce and eat.

This recipe came from Many Friends Cooking by Terry Touff Cooper and Marilyn Ratner. It was published by Philomel Books in cooperation with the U.S. Committee for UNICEF, 1980. It is available from the U.S. Committee for UNICEF. See the Resource List at the end of this section for further details.

Suggestions for using this recipe in the classroom:

1. Survey the children before buying or asking parents for any vegetables. Use the vegetables they like. It will prevent wasted food.
2. This is a taste experience, not a main meal. The amount suggested in this recipe (1/2 pound per person) will be too much.
3. Have the batter prepared before class. Have the vegetables all sliced and washed and the sauce prepared and cooling.
4. The teacher will do all the frying. This is an activity that will require volunteer help in the class.
5. Try the bananas.
6. The Japanese like onions, carrots, giant radishes, turnips, cabbages, and sweet potatoes. They are not necessarily used in tempura.

Activity Number 2: Snow Cones

Materials needed:   - shaved or crushed ice  
                          - different flavors of syrup to put on  
                                  the ice  
                          - cone shaped cups or small paper cups

Procedure:

1. The snow cones that the children enjoy in Japan are made the same way snow cones in the United States are made. Shaved or crushed ice is scooped into a cone-shaped paper cup and syrup of different flavors is poured over the top.
2. Perhaps Kool-Aid or lemonade can be used instead of syrup.
3. In Japan the green flavor is sometimes tea. The orange colored snow cone is orange flavored.

Miscellaneous ActivitiesA Japanese Game

Two children play this game. We are already familiar with this game in America. Each child makes a fist. They shake their fists two times and on the third shake, they either keep their hand in a fist (a rock), spread their hand out flat (paper), or just extend their pointer finger and middle finger (scissors). A rock can break scissors (rock wins). Paper can cover a rock (paper wins). Scissors can cut paper (scissors win). This game is played just for fun, or it can be used to settle arguments or to see who goes first, like flipping a coin.

Battledore and Shuttlecock

This game is very much like badminton. Wooden paddles are used to hit a shuttlecock back and forth. The shuttlecock is very much like the one used in badminton. It is made of cork and feathers. The wooden paddles, called battledores, are rectangular in shape with handles. They are decorated with colorful pictures of people from history, plays, children, or movie stars.

Many objects can be used for the battledore: old badminton rackets, ping-pong paddles, narrow, thin pieces of plywood. A paddle can be made from a hanger and a lady's stocking. Stretch the hanger into a diamond shape, pull

the stocking over the hanger tightly and tape the edges of the stocking to the handle of the hanger. Bend the handle of the hanger so it is not sharp and wrap it with tape. A piece of newspaper, crumpled and taped, makes a good shuttlecock, or perhaps old badminton game parts can be found at flea markets.

NOTE: Other popular sports in Japan are baseball (The Japanese are very good!), badminton, ping-pong, kendo (very stylized fencing with wooden swords), sumo and judo (wrestling) and karate. Swimming and skiing are also popular.

### Make a Japanese Flag

Background Information For The Teacher To Use With Students:

The Japanese people do not call their land Japan. They call it "Nippon" or "Nihon". This means "sunrise land" or "source of the rising sun". Their flag is a white rectangle with a large red circle in the middle. The red circle symbolizes the rising sun and the legend of the Sun Goddess. This legend is one of the oldest surviving legends of ancient Japan.

The Legend of the Sun Goddess:

Long ago there lived Izanagi, a Great Celestial Being, and his wife, Izanami. Izanagi had a jeweled spear, and one day, he dipped it into the sea and the shining crystal drops

that scattered from the spear formed the islands of Japan.

Izanami died while giving birth to the God of Fire. She entered into the lower world, into the land of night. Her husband, Izanagi, tried to go after her and bring her back, but he failed. On his way back up to the sky, he stopped by a stream to bathe and purify himself. While bathing, he created the Sun Goddess, the God of the Wind, and the Moon God.

The Sun Goddess, Ama-terasu, was the ruler of Heaven. The God of the Wind, her brother, was very mischievous. One day when he was visiting her, he made her so mad, she went into a cave and covered the entrance with a big rock. The whole world went dark. All the gods were upset. They had a big conference on the banks of a river and tried to determine a way to get the Sun Goddess to come out of the cave. It was suggested that one of the goddesses perform a dance on some wooden boards. A shining mirror and some jeweled beads were hung by the entrance to the cave. During the dance, the wooden boards made a loud noise that could be heard all over Heaven. The Sun Goddess was surprised that everybody was acting so happy while she was away. When she looked out of the cave, everyone told her the party and dancing were for someone higher and more

beautiful than she was, another goddess. When she came to look in the mirror, not knowing it was a reflection of her own beauty, they grabbed her and would not let her go back into the cave. So the world had light again.

The Sun Goddess sent her grandson, Prince Ninigi, to rule the islands that had been created by her father, Izanagi. She gave him three treasures: a sword, the mirror, and the necklace. It is written in the Kojiki, the Record of Ancient Events (published in 712 A.D.), that Emperor Jimmu, who founded the Japanese Empire in 660 B.C., was descended from these gods and goddesses. For a long time, the people of Japan believed their Emperor was divine.

This story was paraphrased from the version told in the book The Picture Story of Japan by Rachel Carr (David McKay Co., Inc., New York, 1962) page 18.

Materials needed:

- picture of the Japanese flag
- sample of the flag the children will make
- one white piece of 9"x12" construction paper for each child
- one piece of red construction paper with a 7" (diameter) circle traced on it for each child
- scissors
- glue or paste

**Procedure:**

1. Tell the children the story of the Sun Goddess.
2. Show the children a picture of the Japanese flag. Ask

them what the big red circle looks like.

3. Explain to the children what the circle means on the Japanese flag and tell them what the Japanese people call their country.
4. Show the children a finished sample of the flag they will make.
5. Give each child a piece of white paper and a piece of red paper with the circle on it.
6. The children will cut out the circle and glue or paste it in the center of the white paper.

Acting Out "The Legend of the Sun Goddess"

Materials needed: - paper plates - large - one for each student  
- crayons  
- construction paper  
- scissors  
- glue

Procedure:

1. After the story of the Sun Goddess has been told, let the children make masks to represent the characters in the story. They may be simply made by coloring faces on a paper plate, or the children may wish to use the "Scrap Box" filled with scraps of construction paper to make their masks. They can use the scraps to cut out eyes, mouths, hair, etc.
2. The teacher may wish to make the masks for the major characters, and let the children make the rest.



3. Be sure to discuss the masks that are needed. Perhaps children could volunteer to make the different masks, or perhaps the masks for the major characters could be assigned to the "artists" in the class.
4. After the masks are made, allow the children to act out the story. Let them take turns being the important characters.

### Color a Picture

Materials needed: - ditto master from Children of All Lands (Hayes School Publishing Co., Inc) See Miscellaneous Resource List at the end of this section.  
- one copy for each child

### Procedure:

1. This activity can be used to reinforce the lesson on Japanese clothing. The picture to color is of a Japan-girl in a kimono.
2. Give each child a page to color.
3. Provide an example, or allow the children to use any color they wish. The Guide in the front of the ditto book gives instructions on how to color the picture. Make extra copies of the ditto in case the children make a mistake and want to try again.

### A Traveling Storyteller

#### Background Information For The Teacher To Use With Students:

In Japan, a special storyteller rides on a bicycle, or pushes a small handcart. He has a wooden frame like a little

stage. He rides into a park or courtyard and gets ready to tell his story. When he is all ready, he hits two pieces of wood together that make a loud clacking sound. Children come running from everywhere, and for a few yen, they can hear a fine story. As he tells the story, he uses a series of pictures on the stage. These are pictures of the events and people in the story he is telling. This children's "theater" is called "kamishibai". This storyteller is in danger of extinction in Japan today because of new entertainments, like television.

Materials needed:

- a box with part of it cut out to make a "stage", not a very large box
- pictures illustrating a story familiar to the children, such as Goldilocks and the Three Bears. Kindergarten Keys has several sets of story cards. See the resource list at the end of this section.
- pictures that the children have drawn illustrating one of the Japanese stories they have heard

Procedure:

1. Use a story from Kindergarten Keys, or some other source, such as a story from Japan that the children have enjoyed.
2. Use the printed cards from Kindergarten Keys or have the children draw pictures to illustrate a story they choose.
3. Tell the children the story using the "stage", that perhaps the children have painted and decorated.

4. Then, let the children take turns telling the story using the stage and the pictures. They can tell it to the whole class or just a small group. If they really enjoy this activity and are pretty good storytellers, perhaps they could be "Traveling Storytellers" and visit another class.

## Reference Books

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- Ayrton, Mrs. M.C. Child Life in Japan. Boston: Heath, 1901.  
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Good pictures. Available at the downtown Main Library in the basement. Ask at the desk.
- Boehm, David Alfred. Japan In Pictures. New York: Sterling Publishing Co., 1973.  
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- Brownell, Clarence Ludlow. The Heart of Japan. McClure, Phillips, and Co., 1903.  
Available at the downtown Main Library, Jacksonville, Florida.
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- Caldwell, John. Our Neighbors in Japan. New York: J. Day Co., 1960.  
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- Cambell, H.L. Story of Little Metzu, the Little Japanese Boy. McKay, 1905
- Carr, Rachel E. The Picture Story of Japan. New York: D. McKay Co., 1962.  
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Available at the Main Library, downtown Jacksonville, Florida.
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- Gibbon, David. Japan: A Picture Book To Remember Her By. New York: Crescent Books, A Division of Crown Publishers, Inc., 1978.  
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- Hawkes, Hester. Tami's New House. New York: Coward-McCann, Inc., 1955.  
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- Jackson, Kathryn. Pets Around the World. New Jersey: Silver Burdett Co., 1965.  
Good black and white pictures. Japan is covered on pages 36-37.
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- King, Frederick M., Bracken, Dorothy K., and Sloan, Margaret A. Families and Social Needs: Concepts in Social Science. Illinois: Laidlaw Brothers, a division of Doubleday and Co., Inc., 1968.  
Unit 4: "Families in Other Lands - Families in Japan", pages 53-60  
Unit 5: "Houses in Other Lands - Houses in Japan", pages 75-80  
Unit 6: "Schools in Other Lands - Schools in Japan", pages 107-112  
This is a textbook.
- Kirk, Ruth. Japan, Crossroads of East and West. Thomas Nelson and Sons, 1966.  
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Pages 84-92 - "A Village in Japan: A Photo Essay". Good color pictures, but they are a little small.
- Makino, Yasuko. Japan Through Children's Literature: A Critical Bibliography (Occasional Paper, No. 5, 1978).  
A list of 50 recommended titles on Art, Music, Fiction, Folklore, etc. Available from the Center for International Studies, Duke University, Durham, N.C. 27706 for \$3.50. Recommended by UNICEF.
- Mears, Helen. The First Book of Japan. New York: Franklin Watts, 1953.  
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Available in the children's section of the downtown Main Library, Jacksonville, Florida.

- Morris, John. Traveler From Tokyo. New York: Sheridan House, 1944.  
Available in the downtown Main Library, Jacksonville, Florida.
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Very good pictures of the ancient to modern art treasures of Japan. Available in the downtown Main Library, Jacksonville, Florida.
- Phillips, Henry Albert. Meet the Japanese. Philadelphia: J.B. Lippincott Co., 1932.  
Available in the downtown Main Library, Jacksonville, Florida.
- Pitts, Forest Ralph. Japan. Grand Rapids, Michigan: Fideler Co., 1979.  
Available in the children's section of the downtown Main Library, Jacksonville, Florida.
- Precht1, Louise Boylston. Come Along To Japan. Minneapolis: T.S. Dinison, 1962.  
Available in the downtown Main Library, Jacksonville, Florida.
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- Scarry, Patsy. Fun Around The World. New Jersey: Silver Burdett Co., 1965.  
Juggling in Japan - page 73; Kites in Japan - page 85. Good black and white pictures.
- Schloat, Jr., G. Warren. Junichi, Boy of Japan. New York: Alfred A. Knopf, 1964.
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Available at the Main Library, downtown Jacksonville, Florida.

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- Vaughn, Josephine Budd. The Land and People of Japan. Philadelphia: J.B. Lippincott Co., 1972.  
Available in the children's section of the downtown Main Library, Jacksonville, Florida.
- Yashima, Mitsu and Taro. Plenty To Watch. New York: Viking Press, 1954.  
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Books For Storytime

- Bannon, Laura. The Other Side of the World. Boston: Houghton Mifflin Co., 1960.  
Available in the children's section of the downtown Main Library, Jacksonville, Florida.
- Bartoli, Jennifer. Snow on a Bear's Nose.
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Recommended by UNICEF.
- Battles, Edith. What Does the Rooster Say, Yoshio?
- Bunting, Eve. Magic and the Night River. New York: Harper and Row, 1978.  
Recommended by UNICEF.
- Creekmore, Raymond. Fujio. New York: MacMillan Co., 1951.  
Available in the easy children's section of the downtown Main Library, Jacksonville, Florida.
- DeForest, Charlotte Burges. The Prancing Pony: Nursery Rhymes From Japan. New York: Walker-Weatherhill, 1968.  
This is a collection of poetry. Recommended by UNICEF. Available in the children's section of the downtown Main Library, Jacksonville, Florida.
- Garrison, Christian. The Dream Eater. New York: Bradbury, 1978.  
Recommended by UNICEF for K-3.
- Glasgow, Aline. Honchi.  
Available at the Webb Library, Jacksonville, Florida.
- Haviland, Virginia, reteller. Favorite Fairy Tales Told in Japan. Boston: Little, Brown and Co., 1967.  
Five short stories, "Good Fortune Kettle" is the shortest. Available at the Webb Library, Jacksonville, Florida.
- Heller, George. Hiroshi's Wonderful Kite.

- Hirawa, Yasuko, compiler. Song of the Sour Plum and Other Japanese Children's Songs.
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- Matsuno, Masako. Chie and the Sports Day. New York: World Publishing Co., 1965.
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Recommended by UNICEF. A dual language book, in English and Japanese. For PreS-3.
- Matsutani, Miyoko. The Magic Crane. New York: Parents' Magazine Press, 1968.  
Very good story. Available at the Webb Library, Jacksonville, Florida.

Matsutani, Miyoko. The Witch's Magic Cloth.

McDermott, Gerald. The Stonecutter.  
Recommended for K-3

Miyazawa, Kenji. Winds From Afar. Palo Alto, California:  
Kodansha, 1972.  
A collection of short stories. Recommended  
by UNICEF. Out of print, but may be in some  
libraries.

Mozel, A. The Funny Little Woman.  
Recommended for K-2.

Nakatani, Chiyoko. Fumio and the Dolphins.

Ono, Chiyo. Which Way, Geta? Camden, New Jersey: Nelson,  
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print but may be found in some libraries.

Porter, Wesley. The Magic Kettle. New York: Watts, 1979.  
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Roy, Ronald. A Thousand Pails of Water. New York: Knopf,  
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Sakade, Florence. Japanese Children's Favorite Stories.  
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Samuel, Yoshiko, adapter. Twelve Years, Twelve Animals.  
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Say, Allen, reteller. Once Under the Cherry Blossom Tree.

Slobodkin, Louis. Yasu and the Strangers.

Uchida, Yoshiko. The Forever Christmas Tree.

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Yashima, Taro. Seashore Story.

Yashima, Taro. The Village Tree.

Yashima, Taro. Umbrella.

Zemach, K. The Beautiful Rat.

Recommended for K-2.

Japanese Language Books

Ballantine, Joseph W. Japanese As It Is Spoken. Stanford, California: Stanford University Press, 1949.

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In addition to these two language books, which are in depth text books on the Japanese language, several of the children's books used in the preparation of this unit had many Japanese words, their meanings, and the pronunciations as a part of their texts. The three books listed below were used a great deal in the preparation of the activities on speaking Japanese.

Carr, Rachel E. The Picture Story of Japan. New York: D. McKay Co., 1962.  
Available in the children's section of the downtown Main Library, Jacksonville, Florida.

Jakeman, Alan. Getting to Know Japan. New York: Coward-McCann, Inc., 1960.  
Available in the children's section of the downtown Main Library, Jacksonville, Florida.

Mears, Helen. The First Book of Japan. New York: Franklin Watts, 1953.  
Available in the children's section of the downtown Main Library, Jacksonville, Florida.

The following book was recommended by UNICEF:

Sasaki, Jeannie, and Uyeda, Frances. Chocho is for Butterfly: A Japanese-English Primer. Seattle, Washington: Uyeda Sasaki Art, 1975.

Arts and Crafts

- Comins, Jeremy. Chinese and Japanese Crafts and their Cultural Backgrounds. New York: Lothrop, Lee and Shepard, 1978.  
Recommended by UNICEF.
- Editors of Consumer Guide. Create-A-Kite: How to Build and Fly Your Own Kite. Publications International, Ltd., 1977.  
Available at the downtown Main Library, Jacksonville, Florida.
- Munari, Bruno. A Flower with Love. New York: Crowell, 1975.  
About flower arranging with simple materials.  
Recommended by UNICEF.
- Munsterberg, Hugo. Folk Arts of Japan. Rutland, Vermont: Tuttle, 1958.  
Recommended by UNICEF.
- Tsutomu, Hiroi. Kites: Sculpting the Sky. New York: Pantheon Books, a division of Random House, 1978.  
Includes examples of old Japanese kites, and kites through the ages. Very detailed and complicated instructions for making kites.  
Available at the downtown Main Library, Jacksonville, Florida.
- Tyrrell, Susan. Kites: The Gentle Art of High Flying. Doubleday and Co., Inc., 1978.  
Recommended by UNICEF. Includes directions for a "carp windsock" kite on page 124 which can be made for Boy's Day. Available at the downtown Main Library, Jacksonville, Florida.
- Uyeda, Frances, and Sasaki, Jeannie. Fold, Cut and Say the Japanese Way. Seattle, Washington.  
Recommended by UNICEF. Includes various projects including art activities, growing Japanese parsley (seeds included), learning Japanese words.

Music

"Favorite Songs of Japanese Children". Bomar, 4563 Colorado  
Blvd., Los Angeles, California 90039.

"Hi Neighbor: Songs and Dances from Brazil, Ghana, Israel,  
Japan, and Turkey". UNICEF Record #2.  
CMS Records, Inc., 14 Warren Street, New  
York, N.Y. 10007.

Poster/Picture Sets

Society for Visual Education, Inc. Children of Asia:  
Picture Story Study Print Set (SP 133).  
Chicago: Society for Visual Education, Inc.  
Includes "Haruko of Japan".

Trend Enterprises, Inc. International Children Poster Set  
(#T-775). Trend Enterprises, Inc., 1980.  
Information on China, Japan, and Korea and  
other countries. Comes with a Resource Guide.  
Available at All Florida School Supply, Jack-  
sonville, Florida.

United States Committee for UNICEF. Festival Figures:  
Asian Set (#5062). Mass: George S.  
Carrington Co., 1978 for UNICEF.  
Set has eight heavy cardboard, colorful  
14" figures with descriptions on back.  
One figure from Japan. Beautifully done.  
Available from UNICEF, 331 E. 38th Street,  
New York, N.Y. 10016. \$3.00 for each set.



Audio-Visual Materials

Encyclopedia Britannica Films, Inc. Japanese Children.  
A filmstrip. There is no cassette. Captions  
on frames must be read. Black and white.

Eye Gate House. Tokyo and Yokohama.  
Two filmstrips, one about each city. There  
are no cassettes.

McLaughlin, Roberta, and Wood, Lucille. Sing A Song of  
Peoples. Glendale, California: Bomar, 1973.  
For a full description of this large kit,  
see the Audio-Visual Resource List at the  
end of the African Section of this Unit.

The Magic Crane - a 35mm movie available through the Duval  
County School Board Media Center.  
Very good.

Miscellaneous Resources

Information Center on Children's Cultures, a service of United States Committee for UNICEF, 331 east 38th Street, New York, N.Y. 10016. See Miscellaneous Resource List at the end of the African Section of this unit for further details.

Jacksonville Museum of Arts and Sciences, Jacksonville, Florida. "Muse Box" for Japan. Contains artifacts for the children to touch and handle. The rental fee is \$15.00 per week. Contact Karen Simrell at 796-7062 or 796-7063.

King, Grace E. Children of All Lands Ditto Master Book #G356. Wilkensburg, Penn: Hayes School Publishing Co., Inc., 1981. Pictures for children to color of children from many lands in their native costumes. Directions on how to color them realistically. Available from All Florida School Supply Store.

Nale, N., Creekmore, M., Harris, T.L., and Greenman, M.H. Kindergarten Keys Language Development Cards, Group A. Oklahoma City, Atlanta, Indianapolis: The Economy Co., 1970.

Mexico

Communication in Mexico

Goal: The children will become familiar with the language used in Mexico, Spanish.

Background Information For The Teacher To Use With Students:

Mexico is composed of three groups of people: the Indians, descendants of the ancient Mayan and Aztec civilizations and other Indian groups; the descendants of the Spanish conquerors; and the Mestizo, people with mixed Spanish and Indian blood. Many people in Mexico are bilingual. They speak Spanish and the language of their ancestors.

For the purposes of this unit, Spanish will be used. Most people in Mexico speak this language. If someone were to go to Mexico and speak Spanish, they would be understood. The following information is included to help the teacher who is unfamiliar with Spanish pronounce the words included in this section of the unit.

The Division of Spanish Words Into Syllables:

A Spanish word has the same number of syllables as it has vowels, diphthongs, and triphthongs. Whenever possible all syllables end in vowels. A single consonant ( ch, ll, and rr are considered single consonants) is placed with the vowel which follows. Example: ca-ba-llo, bu-rro.

Two consonants are divided unless they are pronounced together. When two consonants are pronounced together, the second of the two usually is "l" or "r". Combinations of three consonants are usually separated after the first consonant, as in tim-bre.

#### Diphthongs:

If one strong vowel (a, e, or o) is combined with either of the weak vowels (u and i), or if the weak vowels are combined, the two vowels are pronounced together. Each vowel gets its own sound, but the strong vowel of the pair, or the second weak vowel (when two weak vowels are together) is stressed. Diphthongs are usually not separated when dividing words into syllables.

Vowels that are together at the end of one word and the beginning of a following word are usually pronounced as diphthongs.

When "i", or the consonant "y", come before another vowel, the "i" is pronounced like the "y" in "yes".

When "u" comes before another vowel it is pronounced like the "w" in "wall".

Two strong vowels are in separate syllables, as in al-de-a (ea) and co-rro-o (eo).

If the weak vowel of a diphthong has a written accent, the letters are in different syllables. Example: (ío) en-ví-o, (eí) cre-í-do.

## Some Pronunciation Hints:

"A" is pronounced like "a" in "calm".

"E" is pronounced like "é" in "café".

"I" is pronounced like "i" in "machine", so is final "y".

"O" is pronounced like "o" in "obey".

"U" is pronounced like "oo" in "moon".

"C" before "e" and "i", and "z" are pronounced like the English soft "s" in "sale".

"C" before all other letters, and "qu" (found only before "e" and "i") are like the English "c" in "coat".

"Ch" is considered a single letter and is pronounced like "ch" in the English word "chocolate".

"G" before "e" and "i". and "j" are pronounced like a strong English "h", as in "hate".

The letter "x" in Mexico is pronounced like Spanish "j".

"G", except before "e" and "i", and "gu" before "e" and "i" are pronounced like the English "g" in "go".

"H" is always silent.

"Ll" is considered a single letter and is pronounced like "y" in "yes".

"N" is like the English "n", except before "b", "v", "m", and "p", whether in the same word or in a following word, when it is pronounced like "m".

"N" is like the English "ny" in "canyon".

All the words listed in the following activities and the pronunciation guides are taken from the book, El Español al Día, Book Two, Second Edition by Laurel H. Turk and Edith M. Allen (D.C.Heath and Company, Boston, 1956).

Activity Number 1: Let's Speak Spanish

Materials needed: - chart paper

Procedure:

1. Choose the words children will learn and print them on the chart paper. Use this chart as a reference when teaching the words.
2. When the children come to school, greet them in Spanish. During the day, when asking a child or the class as a whole to do something, say "please" in Spanish. Then, thank them in the same language. The children will be curious about the words. Repeat them often. Tell the children what language is being spoken and where the people live who speak this language.
3. When it is time for the Social Studies/Brotherhood lesson, have the children sit on the rug.
4. Say "hello" in Spanish. Ask the children to tell you what the word means. Ask them where the people live who would say "hello" like this.
5. Ask the children if they would like to learn some more Spanish. Perhaps, there is a child in the class who speaks Spanish. This child can be asked to help the other children learn to say certain phrases in Spanish.
6. A list of Spanish words and phrases is included on the following pages. Any number of words and phrases may

chosen to teach the children. Many words were included in order to cover a wide variety of subjects.

Come in! - ¡adelante!  
Goodbye - adiós  
water - el agua  
friend - el amigo  
tree - el árbol  
closet - el armario  
artist - el artista  
seat - el asiento  
attention - la atención  
bird - el ave  
blue - azul  
flag - la bandera  
very well  
or —————> está bien  
that's fine  
cookie - el bizcocho  
white - blanco  
mouth - la boca  
cap - la boina  
pretty  
or —————> bonito, bonita  
beautiful  
good, fine -bueno  
good evening  
or —————> buenas noches  
good night  
good afternoon - buenas tardes  
good morning, good day - buenos días

gentleman, sir, as a title - el caballero  
hot, warm - caliente  
bed - la cama  
dear - caro  
house - la casa  
a small house - la casita  
movie - el cine  
car - el coche  
story, tale - el cuento  
pool - el charco  
boy - el chico  
lady, woman - la dama  
don - untranslated title used before first name of men  
doña - untranslated title used before first name of women  
pronounced don.ya  
school - la escuela  
star - la estrella  
student - el estudiante  
please - por favor  
festival - la fiesta  
flower - la flor  
small flower - la florecilla  
football - el fútbol  
cat - el gato  
ranch - la hacienda  
fairy - el hada  
sister - la hermana  
brother - el hermano  
hello - hola  
man - el hombre  
pencil - el lápiz  
milk - la leche  
lion - el león



very pretty - bonitisimo, bonitisima  
letter of the alphabet - la letra  
moon - la luna  
mother - la madre, also, la mama means mama or mother  
shawl - la mantilla  
tomorrow - mañana  
monster - el monstruo  
mountain - la montaña  
young lady - la moza  
girl - la muchacha  
little sweetheart - la muchachita  
boy - el muchacho  
girl - la niña  
little boy - el niño  
number - el número  
papa, dad, father - el papá  
duck - el pato  
little duck - patita  
ball - la pelota  
I beg your pardon - con perdón  
dog - el perro  
a little - un poco  
teacher - el profesor (male)  
teacher - la profesora (female)  
sir, Mr. - señor  
madam, Mrs. - señora  
Miss. - señorita  
hat - el sombrero

Activity Number 3: Counting To Ten In Spanish

Materials needed: - chart paper

Procedure:

1. Before the lesson begins, make the number chart on the chart paper. For each number, follow this example:  
1 one uno (draw one picture)  
2 two dos (draw two pictures)
2. When the children have practiced counting to ten in English, ask them if they would like to learn to count to ten in Spanish, the language used in Mexico. Perhaps there is a child in the class who speaks Spanish and would like to volunteer to count to ten for the class.
3. Count to ten in Spanish several times for the children. Use the chart as a reference.
4. Count to ten slowly and have the children repeat each word after you. Do this several times. Repeat often during the week.

Spanish Number Words:

1	uno	8	ocho
2	dos	9	nueve
3	tres	10	diez
4	cuatro		
5	cinco		
6	seis		
7	siete		

Activity Number 3: The Days of the Week in Spanish

Materials needed: - chart paper on which days of the week in Spanish have been written

## Procedure:

1. This activity can be conducted in the same way as the activity above, "Counting to Ten in Spanish".

Spanish Words for the Days of the Week:

Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
Saturday	sábado
Sunday	domingo

NOTE: These words are not capitalized.

Activity Number 4: The Months of the Year in Spanish

Materials needed: - chart paper on which the Spanish words for the months of the year have been written

## Procedure:

1. This activity can be conducted in the same way as the preceding activities about the numbers and the days of the week. These words are not capitalized.

Spanish Words for the Months of the Year:

January	enero	June	junio	November	noviembre
February	febrero	July	julio	December	diciembre
March	marzo	August	agosto		
April	abril	September	septiembre		
May	mayo	October	octubre		

Activity Number 5: A Spanish Name

Materials needed: - chart paper with a list of Spanish names

## Procedure:

1. Read the list of names to the children. Allow the children to choose a name from the list. In some cases, there may be a way to say their name in Spanish.
2. Write the name the child picks on some masking tape, and put the tape on the child's shirt, or make a chart listing the names of the children in the class and the names they have picked.
3. Call the children by their Spanish names for the day or during the whole time Mexico is being studied.

Boys Names

Augustine	Agustín
Alfred	Alfredo
Peter	Pedro
Anthony	Antonio
Charles	Carlos
James	Diego
Dominic	Domingo
Edward	Eduardo
Henry	Enrique
Stephen	Esteban
Eugene	Eugenio
Ferdinand	Fernando
Francis	Franciso
Gerard	Gerardo
Gregory	Gregorio
William	Guillarmo
Manuel	Manolo, Manuel
Maurice	Mauricio
Richard	Ricardo
Sebastian	Sebastián
Paul	Pablo

Robert	Roberto
Joseph	José
John	Juan
Johnny	Juanito
George	Jorge
Jerome	Jérónimo
Ralph	Rafael
Raymond	Raimundo
Thomas	Tomas

Girls Names

Charlotte	Carlota
Caroline	Carolina
Dorothy	Dorotea
Helen	Elena
Jane	Juanita
Isabel, Betty	Isabel
Margaret	Margarita
Mary	Maria
Martha	Marta
Rose	Rosa
Catalina	
Manuela	

Materials needed:

- poster from Trend Enterprises, Inc. International Children and Resource Guide
- pictures of people in Mexican costume

1. Ask the children how many of them have a poncho that they wear when it is cold or rainy.
2. Ask the children if they know what country gave us the poncho. Explain that children and adults wear ponchos in Mexico. Another name for a poncho is a serape. It is like a blanket and a coat combined. Explain to the children that before there were cars, many people in Mexico traveled using burros, horses, and wagons for transportation. They could wear their serape while they rode during the day, and at night, when they made their camp, they could roll up in their serape like a blanket and keep warm.
3. Show the children other pictures of children in Mexican dress. Explain the names and uses of some of the items of clothing.
4. Show the children a picture of someone wearing a sombrero. Tell the children it is very hot and sunny where this person lives.
5. Ask them if they can tell you why the sombrero is an effective hat for this person to wear.
6. As the children look at the pictures you hold up, ask them to point out examples of the different items of clothing studied in this lesson.

Activity Number 2: Dress For Mexican Girls

NOTE: This activity may be combined with the preceding activity.

Materials needed: - the Mexican figure from the "Latin America and Caribbean Region Set" (#5017) from the U.S. Committee for UNICEF. See Resource List at the end of this section.  
- pictures of Mexican women in the lovely, colorful dresses worn in Mexico. The book, Mexico, A Picture Book To Remember Her By by David Gibbon has some fine pictures.

Procedure:

1. Show the children the "Festival Figure" of a little Mexican girl in the china poblana, the national dress for Mexican girls. (The legends say that this costume is the result of the influence of a little Chinese girl who came to Mexico in the 17th century as a pirate's captive. She brought her silks, laces, shawls, and beads. These were copied and adapted, becoming white, embroidered blouses, long full skirts embroidered with an eagle, and the lacy shawl worn today.)
2. Tell the children the story of the little Chinese girl.
3. Show the children more pictures of this type of Mexican dress.

Activity Number 3: Make a Rebozo and a Serape

NOTE: The girls may want to make a serape instead of a rebozo, which is alright. Boys don't wear rebozos.

- Materials needed:
- different colors of bulletin board paper cut into large rectangles: longer and narrower for the rebozo; wider and shorter for the serape. Have enough cut for each shape, in different colors so the children can have a choice.
  - scissors
  - yarn, cut in small pieces (approximately 3" or 4" long (optional))
  - glue, if yarn is used
  - real examples of rebozos (shawls) and serapes (ponchos) if possible
  - examples of paper serapes and rebozos made by the teacher

Procedure:

NOTE: The children will need help with this project.

1. Show the children some pictures of rebozos and serapes.  
Show real ones if they are available. Discuss the weaving and any patterns in the cloth. Many serapes have lovely designs. Rebozos are often embroidered with flowers.
2. Show the children the teacher-made rebozo and serape to show them what they will make. Explain how they will make it.
3. The boys and the girls who make a serape will need to decorate them with a pattern at the bottom of the front and the back. They will need to make fringe. This may be done in two ways. They may use their scissors and cut the edge of the serape (This should be demonstrated by the teacher.), or they may use the



pieces of yarn and glue, and glue on the fringe.

This should be demonstrated also.

4. The girls may want to decorate their rebozos with some flowers. They need to add fringe also. The above mentioned methods may be used.
5. Let the children visit another kindergarten to model their Mexican clothes. Let the children wear them home in the afternoon.

Activity Number 4: Mexican Children

Materials needed: -filmstrip Mexican Children (Encyclopedia Britannic Films, Inc.)

Procedure:

1. Show the filmstrip to the children. It does not have a cassette. The text on each frame must be read aloud. This is an advantage as it allows for a slower pace and discussion of any frame that demonstrates the concepts.
2. Discuss the filmstrip with the children. Ask them to point out some examples of Mexican clothing.

Activity Number 5: Color A Picture

Materials needed: - ditto master "Panchito from Mexico" from Children of All Lands ditto book by Hayes School Publishing Co., Inc.  
- example of this ditto colored by the teacher for children to see. The book has directions for coloring the picture realistically.

NOTE: This activity can be used as part of the children's regular work, or it can be a "funtime" coloring activity. Perhaps a table can be set up with books about Mexico. This coloring paper can be placed on this table for children who would be interested in looking at the books and coloring a picture.

Houses in Mexico

Goal: The children will become familiar with Mexican homes.

Activity Number 1: Mexican Homes

Materials needed: - filmstrip Mexico, the People: Their Dress, Homes, and Food (Eye Gate House, Inc.)  
- pictures from magazines and books of Mexican homes

Procedure:

1. Display the pictures so the children can see them.
2. Show the filmstrip to the children. There is no cassette with this filmstrip, so it is possible to paraphrase the text and also be selective as to what part of the text is presented to the children.
3. Ask the children questions about what they are seeing as the filmstrip progresses.
4. After the filmstrip is over, show the children the pictures from the magazines or books.
5. Ask the children to look at the pictures and identify any part of the pictures they recognize from the filmstrip.
6. Discuss the pictures with the children, pointing out any new information about the houses.
7. Leave the pictures up so the children can continue looking at them. The books with the pictures could

be added to the book table to be looked at by the children during play time.

NOTE: The filmstrip Mexican Children (Encyclopedia Britannic Films, Inc.) also has information about Mexican houses and may be used to reinforce the concepts in this lesson.

Mexican Food

Goal: The children will become familiar with some of the foods eaten in Mexico.

Background Information For The Teacher To Use With Students:

Many children in this country eat Mexican food, but they may not know it is Mexican. The ancient Indians of Mexico, the Aztecs and the Mayans, developed many varieties of corn and beans. They also gave the world tomatoes, sweet potatoes, cocoa, vanilla, peanuts, pineapple, many varieties of squash, pumpkins, and hot chili peppers. The beans from the cocoa tree, when they are roasted, become chocolate. This was the favorite drink of the Aztec King, Montezuma, many hundreds of years ago.

Activity Number 1: A Tasting Party

Procedure:

1. Ask parents to send in some of the items listed above. Send a list home. A little will go a long way. Canned items may be used.
2. Put the items in little dishes or plates. Have them cut in small pieces with toothpicks. The cocoa (unsweetened chocolate) could be put in a salt shaker and sprinkled on the children's hands for them to taste.
3. Invite the children to taste as many of the foods as they wish. They do not have to taste anything,

especially the chili peppers, but encourage them to try. Tell them the chocolate will be bitter, and the chili peppers, hot. It would be a good idea to have some sort of beverage available for the children and cups.

Activity Number 2: A King's Favorite Drink

Materials needed:

- chocolate syrup, Nestle's Quick (or something like it), or hot chocolate mix (some need milk, some only need water)
- milk
- pan for warming milk
- cups for hot drinks
- pictures of King Montezuma

Procedure:

1. Show the children the picture of King Montezuma.
2. Show them the chocolate syrup. Explain to the children how cocoa, from which chocolate is made, comes from Mexico. Explain to them that the man in the picture was a king who lived a long time ago in Mexico and that he loved to drink chocolate.
3. Ask the children to name some of the things that are made from chocolate or that have chocolate in them.
4. Have some cold chocolate milk or some hot chocolate, or both. (Suggestion: Cold chocolate milk can be heated to make hot chocolate.) Let the children decide which they prefer to drink.

5. Perhaps, the children can make crowns earlier. They can wear their crowns and drink the chocolate and all be Mexican kings and queens.
6. Perhaps, they can wear their rebozos and serapes while they drink their chocolate.

Activity Number 3: Tacos for Lunch or Snacks

- Materials needed:
- 1 1/2 to 2 pounds ground beef
  - taco shells (one for each child)
  - 2 tomatoes chopped up
  - lettuce chopped up
  - grated cheddar cheese (one or two packages)
  - 1 package taco seasoning
  - 1 can or bottle of taco sauce
  - a beverage of some kind
  - electric fry pan
  - wooden spoons
  - jar to put hamburger grease in
  - spoons
  - bowls for ingredients (cheese, tomatoes, etc.)
  - small paper plates
  - napkins

NOTE: Send a note home to parents or ask the room mother to call parents and have them send the ingredients. It would be a good idea to have volunteer help for this activity.

Procedure:

1. Prepare the taco meat with the seasoning as directed on the package.
2. Warm the taco shells as directed on the package. Use a small toaster-oven brought from home, or perhaps the

the school cafeteria would let them be warmed in their ovens.

3. Have the tomatoes, lettuce, and cheese already chopped and grated and in covered bowls.
4. Have a buffet-type line. The teacher and volunteers will handle the food, but let the children decide what they want in their taco shell. Encourage them to try everything. Tacos usually have the meat first, then the tomatoes, lettuce, and cheese. The sauce goes on last, on top of everything. The tacos do not need to be very full. They are messy to eat anyway, and if they are too full, the children will have a difficult time eating them. Be sure to have plenty of napkins.



Miscellaneous ActivitiesMake a Piñata

Piñatas are used in Mexico a great deal as a part of the many festivals celebrated by the Mexican people. They can be used for any special day. Piñatas are hollow containers that come in all shapes, sizes, and colors. They are brightly painted. Many have the shape of an animal such as a burro or a bull. They are filled with candy and small toys, hung from the ceiling or a tree branch, and then, as everyone cheers and watches, a child who is blindfolded tries to break the piñata with a long stick. Sometimes more than one child can have a turn trying to break the piñata. When it is broken, all the children rush in and pick up the candy and toys.

The book, Piñatas, by Virginia Brock (Abingdon, Nashville, 1977) explains in detail how to make a pinata.

Christmas Around the House, by Florence H. Pettit (Thomas Y. Crowell Company, New York, 1976), has a chapter devoted to the subject. The Resource Guide included in the International Children Picture Set published by Trend Enterprises, Inc. has directions for a very easy, simple piñata.

Mexican Weaving - Making "Ojos De Dios"

"Ojos De Dios" means "God's Eyes" in Spanish. Originally these woven decorations were made by Huichoi Indian

fathers for their newborn children. But they have become very popular items which are used by many people for decorations. They can be small, and perhaps be hung on the Christmas tree, or they can be large enough to be used as a wall decoration. They mean "good luck" and protection. The book, Happy Holidays: Activities for Fun and Learning by Ruth White and Alexandra Kusion-Rowe (Rhythms Productions, Los Angeles, California 90034, 1980), has simple directions and pictures for making these ornaments. The kindergarten child will need the help of an adult to make these ornaments.

#### Mexican Bark Paintings

The Mexican people are very creative. Many of the crafts they make can be found for sale in the Mexican market places. One of these crafts is "bark painting". Colorful designs and pictures are painted on large pieces of smooth bark. The book, Happy Holidays: Activities for Fun and Learning by Ruth White and Alexandra Kusion-Rowe, has directions for making "bark paintings" using brown grocery bags and tempera paints.

#### Paper Flowers

Another craft item found in the Mexican market places are paper flowers. These large, brightly colored flowers are used in many arrangements. The book, Happy

Holidays: Activities for Fun and Learning, has a pattern to make tissue paper flowers. There are other ways to make flowers out of construction paper. Many art books have patterns and directions to make these flowers and others.

#### Other Activities

Pottery and weaving are two other important Mexican crafts. The art resource teacher is a possible resource for helping the children learn to make simple pottery objects. There are many books available which have ideas for both of these crafts. Kindergarten children are able to make easy pottery and weaving projects, but they will need adult help with the more complicated forms of these crafts.

#### More Mexican Recipes

Chocolate Mexicano: This recipe will serve two.

Ingredients needed:    - 1 ounce square unsweetened chocolate  
                                  - 1 tablespoon sugar  
                                  - 1/2 teaspoon cinnamon  
                                  - 2 cups milk

Directions:

1. Mix the chocolate, sugar, and cinnamon with the milk.
2. Cook over hot water (in a double boiler) until the chocolate melts.
3. Beat until the mixture is foamy. Use a wire whisk or wooden beater.

Dulce De Leche O Leche Quemada: This is a Mexican dessert.

Ingredients: - 1 can unsweetened condensed milk  
- water

Directions:

1. Cover the unopened can of condensed milk with water.
2. Let it simmer on the burner for about three hours.

Add water to the pan to be sure the water doesn't  
boil away.

3. The longer you cook this dessert, the thicker it will  
be.

NOTE: This recipe can be used at a Mexican tasting party.  
Use two, three, or four cans of milk, start cooking them  
early, and when they are ready let the children have a  
taste of the dessert. The recipe can be copied for the  
children to take home.

This recipe and the recipe for Chocolate Mexicano  
came from the book Happy Holidays: Activities for Fun and  
Learning. This book has more recipes and activities for  
Mexico.

### Music and Dancing

Music and dancing are important parts of Mexican life.  
Maracas are instruments used in Mexican music. They are  
dried gourds with small pebbles in them. They are used  
as a percussion instrument . The children can make their

own maracas from various containers with plastic lids. There are many sizes and shapes to use, and different objects can be placed inside the cans to create different sounds. Records of Mexican music can be played and the children can shake their maracas to the beat of the music.

The Mexican Hat Dance is a popular dance in Mexico, and many people in America are familiar with it. It is easy to learn, and the children will enjoy it. Many school libraries have records with the music and directions for doing this dance and others.

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- Unwin, Nora Spicer. Poquito, the Little Mexican Duck. New York: David McKay Co., 1959.

Poster and Picture Sets

Trend Enterprises, Inc. International Children (#T-775), 1980.

Medium-sized posters representing children from many countries. Very bright and colorful. Set comes with a Resource Guide with teaching suggestions and short bibliographies.

U.S. Committee for UNICEF. Festival Figures: Latin America and Caribbean Region Set (#5017).

One of the eight figures is from Mexico. The figures are beautiful. See Poster and Picture Sets Resource List for Africa and Japan for further details.

Audio-Visual Resources

Encyclopedia Britannica Educational Corp. Families Around the World.

Includes eight filmstrips which cover the families of Mexico, Guatamala, Brazil, Scotland, Yugoslavia, Israel, Jordan, and the Eskimo.

Available in the University of North Florida Curriculum Library, Jacksonville, Florida.

Encyclopedia Britannic Films, Inc. Mexican Children.  
a filmstrip without a cassette. Black and white.

Eye Gate House, Inc. Mexico, Our Friendly Neighbor.

New York: Eye Gate House, Inc.

A series of eight filmstrips without cassettes.

Includes filmstrips with the following titles:

1."National Resources and Major Industries"

2."Fishing, Livestock, Transportation"

3."Historic Background"

4."Geography"

5."The People: their Dress, Homes, Food"

6."Other Cities"

7."Agriculture"

8."Mexico City"

The information in these filmstrips is probably too advanced for young children. However, since there are no cassettes, and they must be read to the students, it is possible to paraphrase the text and choose which information to present to the students.

McLaughlin, Roberta, and Wood, Lucille. Sing a Song of People. Glendale, California: Bomar, 1973.

This large curriculum includes materials and activities for Mexico. See the Audio-Visual Resource List for Africa for more detailed information about this kit.

Music Resources

CMS Records, Inc. Hi, Neighbor: Songs and Dances of Guinea, India, Iran, Mexico, and Poland. New York: CMS Records, Inc., 14 Warren Street, New York, N.Y. 10007. CMS Record #4 for UNICEF. Available at the Webb Library, Jacksonville, Florida.

Folkways Records and Service Corp. Children's Songs and Games from Ecuador, Mexico, and Puerto Rico. New York: Folkways Records and Service Corp., 43 W. 61st New York, N.Y. 10023, 1977. Record #FC7854  
With Henrietta Yurchenco. Webb Library.

U.S. Committee for UNICEF. Songs of Mexico. New York: 331 East 38th Street, New York, N.Y. 10016.  
#5063 record album for \$5.50  
#5077 cassette for \$6.00  
Children singing Mexican songs in Spanish, the translation is provided. This recording won the Notable Children's Recording Award of the American Library Association in 1980.

Language

Turk, Laurel H. and Allen, Edith M. El Espanol al Dia:  
Book Two, Second Edition. Boston: D.C.  
Heath and Company, 1956.

Miscellaneous Resources

- Brock, Virginia. Piñatas. Nashville: Abingdon, 1977.  
History of the piñata, stories, how to use and make different piñatas. Available at the Webb Library, Jacksonville, Florida.
- Cooper, Terry Touff, and Ratner, Marilyn. Many Friends Cooking: An International Cookbook for Boys and Girls. New York: Philomel Books for UNICEF, 1980.  
Very good. Available from the U.S. Committee for UNICEF.
- Gold, Eileen, editor. Fun Around the World: A Fact and Fun Activity Pad. New York: Modern Promotions, a division of Unisystems, Inc.  
Activities of boys and girls from countries in the United Nations: stories, games, toys, costumes, flags. The activity for Mexico is how to make a Mexican piggy bank.
- Jackson, Kathryn. Pets Around the World. New Jersey: Silver Burdett Co., 1965.  
Pages 48 and 49 have good pictures of Mexican children and their pets, burros and goats.
- King, Grace E. Children of All Lands. Wilkinsburg, Penn., 1981.  
A duplicator book with a picture of "Panchito of Mexico". Instructions are given for coloring the picture realistically. Available from All Florida School Supply Store, Jacksonville, Florida.
- Pettit, Florence H. Christmas Around the House. New York: Thomas Y. Crowell Company, 1976.  
Chapter 6 is entitled "A Mexican Piñata", Chapter 11 is "Mexican Painted Tin Ornaments". Chapter 12 is about making ornaments from straw. Also included is a brief description of Mexican clay Christmas tree ornaments.
- Scarry, Patsy. Fun Around the World. New Jersey: Silver Burdett Co., 1965.  
Pages 81 and 85 have good pictures of Mexican children pretending to be bullfighters and making masks.

White, Ruth, and Kusion-Rowe, Alexandra. Happy Holidays: Activities For Fun and Learning. Los Angeles, California: Rhythms Productions, 1980. Includes, in the chapter for May, a section of activities for Cinco De Mayo (May 5th), a Mexican holiday commemorating the defeat of the French in 1862 by a brave, ill-equipped Mexican army at Pueblo, Mexico. Activities are included for a Mexican fiesta: making a booth, recipes, crafts, and games.

General References for Global Education

The following list is a list of general resources which can be used to create lessons and activities to teach children about the children in countries all over the world.

American Book Company. American Book Social Studies. New York: Litton Educational Publishing, Inc., 1979.

"Beginnings" - Activity Cards for Kindergarten Level by Eva Neumann, editor.

A curriculum kit with a Teacher's Guide. Activity cards in five groups: games, songs, poems, creative dramatics, and map and globe skills. The main theme is "Me and My World". The goal of this kit is to extend the students' awareness of themselves, others, and their surroundings. Available at the University of North Florida Curriculum Library, Jacksonville, Florida.

Center for Global Perspectives, 218 East 18th Street, New York, N.Y. 10003

The Center offers a wide range of publications and services to teachers. They publish a very helpful quarterly journal which provides classroom tools, resources, and teaching ideas with a global perspective.

Center for Teaching International Relations, University of Denver, Denver, Colorado 80208.

The Center produces teaching materials for use in grades K-12 on such topics as food and hunger, population, ethnic heritage, and cultural awareness.

Cooper, Terry Touff, and Ratner, Marilyn. Many Friends Cooking: An International Cookbook for Boys and Girls. New York: Philomel Books for UNICEF, 1980.

Available from the U.S. Committee for UNICEF.

Encyclopedia Britannica Educational Corporation. Families Around the World.

Filmstrips include information about families of Mexico, Guatemala, Brazil, Scotland, Yugoslavia, Israel, Jordan, and the Eskimos. University of North Florida Curriculum Library, Jacksonville, Florida.



Encyclopedia Britannica Educational Corporation. Families of other Lands.

A filmstrip series with five filmstrips. Countries include Spain, West Germany, Central Asia, India, and Jamaica.

Gold, Eileen, editor. Fun Around the World: A Fact and Fun Activity Pad. New York: Modern Promotions, a division of Unisystems, Inc. Information, games, stories, toys, costumes, and flags from 36 United Nations countries.

Information Center on Children's Cultures; A Service of the United States Committee for UNICEF. 331 East 38th Street, New York, N.Y. 10016. Offers bibliographies on more than 100 countries and many topics. Lists are sent free of charge ( for single copies).

Jacksonville Museum of Arts and Sciences, 1025 Gulf Life Drive, Jacksonville, Florida.

"Muse Boxes" include items and information which may not be readily available to the classroom teacher. They contain artifacts which the children may handle. Foreign countries include: Africa, Egypt, India, Japan, China, and Greece. The rental fee is \$15.00 per week. Call 396-7062 or 396-7063.

King, Grace E. Children of All Lands. Wilkinsburg, Penn: 1981.

Ditto masters with pictures of children from around the world in their native dress. Includes a teacher's guide and instructions for coloring the pictures realistically, poems, and short bibliographies.

Loo, Miriam B. World's of Cooking Fun: A Cookbook for Children. Colorado: Current, Inc., 1981.

Includes rather involved recipes from Japan, Hungary, Spain, Scandinavia, Italy, Greece, Scotland, Holland, India, and France. Also has very nice drawings of children in their native costume.

- McLaughlin, Roberta, and Wood, Lucille. Sing A Song of People. Glendale, California: Bowmar, 1973.  
Countries and peoples include Africa, Eskimos, Hawaii, Holland, Mexico, Indians, and Japan. This is a large curriculum kit. There are felt cut-outs, storybooks, records, filmstrips, and cassettes, and a Teacher's Guide. Subjects include: Community and Community Helpers, Consideration for People, Animals, Birds, Family, Holidays, Farming, Seasons, Safety, and Transportation. Available at the University of North Florida Curriculum Library, Jacksonville, Florida.
- Millen, Nina. Children's Games from Many Countries. New York: Friendship Press, 1965.  
Recommended by UNICEF. Available at the Webb Library, Jacksonville, Florida.
- Silver Burdett Company, a division of General Learning Corporation. The Earth, Home of People Big Book: Contemporary Social Science Curriculum. Morristown, New Jersey.  
Thirty large (19" x 23") "pictures that teach" on heavy board in a binder. Global education beliefs stressed. Some generalizations taught are:  
1) People are different in some ways and alike in some ways.  
2) People everywhere have the same basic needs.  
Two goals of the kit are to instill in students an appreciation for the accomplishments and traditions of people in other societies, and a respect for the dignity of all men and women.  
Available at the University of North Florida Curriculum Library, Jacksonville, Florida.
- Silver Burdett Company. The World Children Live In, a series of five books:  
Book 1: Pets Around the World  
Book 2: Fun Around the World  
Book 3: Homes Around the World  
Book 4: Schools Around the World  
Book 5: Work Around the World  
Published in 1965.

Trend Enterprises, Inc. International Children Poster Set  
(#T-775). 1980.

A set of 16 posters depicts children from 24 countries in ethnic costume and displays native foods, arts, crafts, plants and animals. A Resource Guide is included which explains the posters, gives teaching suggestions and lists a bibliography.

U.S. Committee for UNICEF, 331 East 38th Street, New York,  
New York 10016.

Publications and Educational Materials Catalog lists slide sets and kits, books and activities, photo sets, music, games, coloring books, and many other materials which are available for purchase as well as free publications.

## Chapter V

## Conclusions and Recommendations

The majority of the literature reviewed concerning the concept of global education dealt with the concept in relation to the upper-elementary and secondary levels of a child's education. The literature which dealt with the appropriateness of this concept for the young child did yield the following conclusions: Global education and its sub-concepts should be introduced to the child early in his/her school career in as concrete a manner as possible. Another conclusion drawn from the research was the recommendation to use the cross-cultural method of teaching concepts such as family, forms of shelter (homes), communication, transportation, clothing, food, emotions, pets, and recreation. Every culture has examples of these concepts that can be included in the teaching of these and other subjects. The children will have a broader and more complete understanding of these concepts when they are given many positive examples. Not only will the child's understanding of necessary concepts be enhanced by using this method, but it will be possible to reinforce, throughout the year, the idea of brotherhood, the idea that people are more alike than different.

The conclusions mentioned above were used in the development of the curriculum unit. Before creating activities to

use in the classroom with kindergarten children, it was necessary to search sources of resource material to find books, audio-visual materials, collections of activities, etc. which dealt with global education concepts on a level appropriate for young children. The results of this search led to another conclusion, a very important one. There is very little material available that can be used effectively with young children. The books that were found in the public and school libraries were old, out-of-date, and had too many words and not enough pictures. The concepts they dealt with were too difficult for kindergarten age children. The books dealt with the history of the countries and their customs, but they did not reinforce global education concepts and issues. There were often many books listed in the card catalogs, but they were often difficult to find on the shelves or locate in the library. There were some storybooks that were very good for young children, but not nearly enough.

The audio-visual materials had the same limitations: they were out-of-date, and they were too advanced for the young child. There were very few available that were really developed specifically for young children. The collections of teaching ideas and activities were for kindergarten age children through sixth grade or older. The activities found were mostly effective, and some of the activities for older children could be adapted for use with the young child.

There were a few curriculum kits available for review and some of these were especially developed for young children. They were large kits with several components that dealt with a variety of concepts, and there were smaller kits with filmstrips. They dealt with specific countries.

These conclusions regarding the literature and the available resources led to the formulation of the following recommendations. They have been divided into three categories: curriculum development, resource development, and research.

In the area of curriculum development, the following recommendations are made:

1. Expand this unit to include additional countries;
2. Include activities in this unit for the development of a positive, realistic self-image in the kindergarten child;
3. Adapt this curriculum unit for use in upper elementary grade levels;
4. Integrate the subject of global education and its concepts and themes into the existing kindergarten curriculums; and
5. Add additional topics to the study of each country in this unit, such as animals, transportation, etc.

The conclusion drawn from the review of presently available resource materials dealing with global education concepts and themes, namely, the lack of material appropriate for young children, leads to the most important recommendation in the area of resource development. More material dealing with global education needs to be developed which is

suitable for kindergarten age children. Books, audio-visual materials, curriculum kits, all need to be developed with the cognitive ability and maturity levels of young children in mind if they are to effectively communicate global education themes. Further recommendations are listed below:

1. Develop a list of books, audio-visual materials, and curriculum kits for the school to include in the Library and Media Center;
2. Develop a list of local people and/or groups representing the countries that would be available to visit in the classroom;
3. Develop a list of appropriate field trips;
4. Develop ways the art, music, and physical education resource teachers can assist with the activities in this unit; and
5. Develop a survey form to distribute to school faculty and staff and to the parents of students to identify additional resource people and materials.

Finally, in the area of research, the following projects have been recommended:

1. Field test this unit in kindergarten classrooms, and the revision of the material as needed;
2. Measure the cognitive gains of the students by the development and administration of pre-and post-evaluations; and
3. Measure the affective gains of the students by the development and administration of pre-and post-evaluations.

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